PEACE CORPS Volunteer

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Students' Gift To Build School In Colombia

The first donation in support of the newly-established international School-to-School program has been received by the Peace Corps from Williamsburg Junior High School, Arlington, Va.

The students gave $1000 for a school to be built in Colombia under the self-help program which hopes to see 3000 schools built in foreign lands within the next three years. Each school is to be sponsored by a school in this country which will donate about $1000 needed for construction materials.

Each school will be built by voluntary labor in its community, with the Peace Corps Volunteer there serving as coordinator. Sites will be selected where the communities want them. The local communities will be encouraged to donate $250 toward the construction.

A pilot school-building project is nearing completion at Casa Blanca, Colombia. It was sponsored by the Rosendale Elementary School Parent-Teacher Assn. of Schenectady, N.Y.

Williamsburg is, with 1340 students, the

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Speed Hiring of Volunteers, President Asks Government

President Johnson has directed the heads of federal departments and agencies to expedite the hiring of former Peace Corps Volunteers, and to make a progress report to him by Sept. 1.

Job Roster in Works

The Peace Corps Volunteer Career Information Service is working with the U.S. Civil Service Commission to develop a roster of returned Volunteers interested in federal employment. Volunteers wishing to be listed should write the Career Information Service and indicate their date of availability, their overseas and permanent U.S. addresses, and their preferences regarding the kind of job, the location of the job, and the federal agency with which they would like to work.

Volunteers interested in federal employment should immediately.

- Take the Federal Service Entrance Examination, either abroad through the administrative officer of the nearest U.S. embassy or at home at the nearest office of the Civil Service Commission.
- File a registration card with the Career Information Service.

Further job information is on page 20.

The President, who made the announcement May 16 to a gathering of returned Volunteers at the White House, said he expects many Volunteers completing two years abroad "to enter the federal service and to bring to every level of our government the same devotion that they brought to the Peace Corps."

Talking in the Flower Garden of the White House to a group of about 150, including 58 trainees bound for Latin America, the President also said he expects Peace Corps Volunteers to play a major role in the "war on poverty."

"We need your experience," he said. "We need your sense of duty. We need your imagination if we are to win this war. And win it we must."

Before the President spoke, Director Sargent Shriver addressed the group and introduced Deputy Director Bill D. Moyers, who has been serving since November as a member of the President's White House staff.

See page 2 for the President's remarks.

As barking beagle interrupts, President gets laugh from former Volunteers, trainees, and newsmen assembled at White House.

President talks with (from left) Maureen Orth (Piedmont, Cal.) and Sam Farr (Carmel, Cal.), new Volunteers bound for Colombia, and Brenda Brown (Baltimore), who served in Philippines.

Mary and Orin Killian (Penn Yan, N.Y.) greet President, who stands beside Sargent Shriver; the Killians, after long careers as teachers, will do community-action work in Venezuela.

President Johnson's Talk to Volunteers Past and Future

We are delighted to welcome you here to the White House.

Thomas Hardy once said that war makes "rattling good history but peace is poor reading."

You people, I think, have changed that. In three years, the aspirations and accomplishments of the Peace Corps have made the pursuit of peace "rattling good history."

I know that personally from my own journeys abroad. But I also know it because visitors who come here to the White House every day from other countries never fail to tell me of the good work that you and your companions have done and are doing throughout the world.

The Peace Corps is just beginning to make its mark on the world. Your past success gives only a faint glimmer of the enormous possibilities of the future. One of the brightest hopes is the spread of the Peace Corps idea to other countries.

I am very proud that when I was Vice President that I was able to participate slightly in getting that movement started. Twenty-three nations have said that they wanted to start their own version of the Peace Corps. What finer compliment could be paid you than the decision by these countries to do that.

Sarge Shriver has just returned from West Germany where he helped to develop that country's program, and Japan announced this week that by 1965 it will have volunteers serving throughout Asia. You have set into motion what may become the largest peaceful volunteer movement the world has ever seen.

[At this point, a beagle barking behind the audience interrupted the President.]

If the photographers will leave my dog alone, I will go on and finish this speech. They will be blaming me for that before it is over and saying I am talking too loud or too low, but I think that is a UP photographer. The AP photographer is better trained. I mean they have specialized in dogs over a longer period of time.

While adapted to the diversity of different countries, this movement will have a great single theme of service to mankind and, most of all, service to a lasting peace.

Your impact at home has also been very great. Not only have you given us renewed faith in the audacity and the ideals of the American Revolution, not only have you reminded us that we are a young nation of young people, not only have you kept your sights on our deep commitment to help others seek peace and justice and abundance. But you have also inspired us to get on with the unfinished work of our own society.

Our war on poverty, an unconditional declaration of war against one of the last bitter enemies against a great society, can be traced, I think, in large part to the courage and the compassion and the commitment of the Peace Corps volunteers. Because, by fighting hunger, illiteracy and poverty abroad, you have shown us that we can and we should and we must fight them at home.

I expect returning Peace Corps Volunteers to play a major role in this war on poverty. We need your experience. We need your sense of duty. We need your imagination if we are to win this war. and win it we must.

I also expect Volunteers who complete two years abroad to enter the federal service and to bring to every level of our government the same devotion that they brought to the Peace Corps. The day will come when a former Volunteer sits where I sit, although I hope he will have to wait a few years anyway.

Because we need in government what you have demonstrated in the Peace Corps, I will send a letter next week to the heads of every department and agency of this government. I will urge those departments and agency heads to expedite the hiring of former Peace Corps Volunteers. And I will ask them to report on their success to me by Sept. 1.

You have done all of these things while setting an example of thrift and prudence that is the envy of others. You have in fact reversed Parkinson's Law. As the size of the Peace Corps has gone up, its costs have come down.

Sargent Shriver has given me a report today which shows a savings of approximately $9 million in the Peace Corps appropriation for 1964. This money which will be turned back to the Treasury has been saved by the constant application of tough administrative practices and the continuing insistence of high standards of selection for service overseas.

As a result, I will submit to Congress on Monday a budget amendment reducing the Peace Corps' request for Fiscal Year 1965 from $115 million to $106 million. That must make you proud and I know you are proud of that record.

I am sorely tempted to send a memorandum to other agencies telling them to "Go thou and do likewise."

For, if the Peace Corps' six per cent savings were government-wide, if each department and agency were to make the same savings you have made, the total savings in our government budget would be roughly $6 billion. But this is not your proudest accomplishment, important as it is. Far more significant is what the Peace Corps has meant to the life and the vitality of a free society in which the ultimate responsibility rests upon the individual.

By your decision to serve and by the deeds of your service, you have shown that the ideals which gave this nation birth and brought her to greatness are still burning. For that, all of us, each of us everywhere in this country, are deeply in your debt.

I am so pleased that you could come here and visit. I hope you enjoy the Rose Garden. If you have a few moments, come this way and get the dogs out of the way and I would like to shake hands with you.

A check for $1000 for a school in Colombia goes from Alan Dudley (left), president of Williamsburg Junior High School Student Council, to Phillip Hardberger, Peace Corps Division of Public Affairs.

Students' Donation To Build School

(Continued from page 1)

largest junior high in Arlington, a Washington suburb. Its donation comes from the Student Council fund, financed by student activities, and was approved by vote of the student body.

Williamsburg's principal, William O'Meara, said that student-activities funds usually have been spent on improving the school, but that his students' interest was caught by the School-to-School program.

"I am very proud that our student body chose to do this fine thing for the schoolchildren of Colombia," he said.

More than 200 schools in the U.S. have expressed interest in the program.

Booklet Tells 'How' Of Visual Aids

A 74-page booklet describing various techniques of making visual aids for the teaching of public health has been prepared by the Peace Corps.

More than 500 are being sent to Volunteers who have requested guidance on the creation or use of posters, flash cards, slides, films, or other techniques helpful in illustrating health lectures. Copies are being sent abroad to Peace Corps Representatives and medical staffs. The booklet also will be used in the training of new Volunteers.

Volunteers overseas who want a copy should write Visual Aids, Division of Volunteer Support, Peace Corps, Washington, D.C. 20525. The supply is limited.

Peace Corps Official to Head Voluntary Service Secretariat

William A. Delano, Special Assistant to the Director of the Peace Corps, has been named secretary general of the International Secretariat for Volunteer Service, formerly known as the International Peace Corps Secretariat.

Delano succeeds Richard N. Goodwin, head of the secretariat since it began operation on Jan. 1, 1963.

William A. Delano

Delano brings wide legal and Peace Corps experience to his new assignment, and is also familiar with international volunteer-service organizations. He worked with international volunteers while a summer camp director in college. Later, he and his wife spent two years as volunteers in Berlin with the American Friends Service Committee, setting up international work camps and seminars.

After joining the Peace Corps staff in July, 1961, Delano served as General Counsel for two years. He also served as director of the Peace Corps field training center in Puerto Rico (now Camp Crozier) during the camp's organization period.

Delano came to the Peace Corps from the New York law firm of Winthrop, Stimson, Putnam & Roberts. He is a Phi Beta Kappa graduate of Yale College (1948) and is a graduate of Yale Law School (1953), where he was editor of the Yale Law Journal.

The International Peace Corps Secretariat became the International Secretariat for Volunteer Service at an April meeting in Bonn of the eight-nation advisory council. The council decided that the new title more accurately reflected the organization's function, whereas the old title had seemed to connote the idea of an "international peace corps."

The organization is designed to foster the formation around the world of volunteer-service programs in fields much like those that are the main concern of the U.S. Peace Corps: education, health, community development, and agriculture. The secretariat was created by 41 nations which attended the International Conference on Middle-Level Manpower, held in Puerto Rico in October, 1962.

Delano was a member of the U.S. Peace Corps group that helped to set up that conference. He attended the conference as a liaison officer, and in May, 1963, he served as a Peace Corps resource person at the first international workshop of the secretariat.

At a conference to be held this summer, the advisory council of ISVS will meet to hold its first election of a secretary general, to set a budget, and to review articles of organization.

In addition to the U.S., 17 of the world's industrialized countries have volunteer-service programs in the planning stages or with volunteers in training or working overseas.

Among the developing nations, 14 are working on programs for volunteer service within their own boundaries and in more instances have volunteers already in the field.

Mike Manetsch (left) of Yakima, Wash., works with Peruvian Indians in Andes digging irrigation ditch near Cusco. Before jackhammer was donated by U.S. AID, progress was 16 inches each day; now, as much as 16 feet a day is drilled away.

Basic arithmetic poses problems for children who have had no schooling. Here, Susan Mapes makes use of a basic teaching aid—fingers. She teaches grades 1-4.

School for Aborigine Children

Volunteer Susan Mapes (Norfolk, Neb.) received a B.A. in speech correction from Los Angeles State College in 1960. Her Volunteer-husband, William, is working in Malaya as an engineer.

By Susan Mapes

About 12 miles outside Kuala Lumpur, Malaysia's capital, lies Rumah Sakit Orang Asli, the Aborigine Hospital, in Gombak. It has been going on about four years under the direction of Dr. Malcolm Bolton, who serves as medical superintendent.

There are about 50,000 aborigines in Malaya. They have been settled here for thousands of years, mostly speak their own language, and live in the deep jungle. The Aborigine Hospital draws them from all over the country, mostly for the treatment of tuberculosis.

For the past two years Peace Corps Volunteers have been working with Dr. Bolton. From the first Malaya group, there were Gary Combs (Louisville, Ky.) and Anne Jean Porter (Brooklyn, N.Y.), now returned to America. Now there are four Volunteers at Gombak: Dr. Elizabeth Cole (Virginia Beach, Va.), Nurse Marilyn Haasnoot (Lynbrook, N.Y.), Oscar Quistberg (Soap Lake, Wash.), and I.

It would seem at first that Gombak was becoming a Peace Corps settlement. In actuality, the four of us rarely cross paths, except for lunch occasionally.

Dr. Cole is out in the jungle in *kampong* (village) medical posts two weeks each month. Oscar is out with the X-ray machine for most of the month. Marilyn is usually in the wards, and I am in the one-room school.

The school is catch-as-catch-can for the children of the patients, most of whom have not had any schooling before.

My class varies in size and content daily. No syllabus . . . no timetable . . . no security, it would appear, if security is found in a syllabus. I teach reading, 'riting, and 'rithmetic from grades 1 to 4 in Malay. After grade 4, I have trouble with the language.

The children often can't speak Malay, but use one of several dialects of the aborigines, usually Temiar or Semai.

Susan Mapes conducts a class in her one-room school at Gombak, operated in conjunction with Aborigine Hospital: "No syllabus . . . no timetable . . . no security."

Stamp Wave Followed Him Back to U.S.

Last October, a short article in THE VOLUNTEER told of a Volunteer in Peru who wanted cancelled stamps from other countries in order to organize a stamp club in his community.

Bruce Ellison (Chicago), back in the U.S. after serving in Puno, Peru, with a Peace Corps project helping to organize regional savings-and-loan associations, is now looking for some way to stem the flood of stamps.

With letters from around the world still being forwarded to him from Peru, he reports that he has received 11,000 stamps, two stamp catalogues, several hundred glassine envelopes, and thousands of hinges.

While many responses came from parents and friends of Volunteers in the U.S., "a goodly number of Volunteers sent stamps and asked how the club was coming, and it seemed there was a desire to start more of them, something that I'd definitely like to encourge as a Peace Corps activity," Ellison said.

Club Met Weekly

"Our club met weekly in the cultural center in Puno. Interest was high but somewhat inhibited by the variation of members' ages—eight to 70; there were about eight to 12 people at first, but when holidays started and the center went on vacation schedule, interest waned. About the time I left to come home, the stamps started to arrive, and from what I hear, things have been better since."

Letters to Ellison are being opened in Peru and forwarded to him for reply. "I just don't have time to answer all the people personally—I have been sending out a form letter to them, with stamps in trade when I have them, and have continued to send stamps to the club."

As grateful for the response as he is, Ellison asks that contributors now save their stamps for other collectors.

Magazine Prepares Peace Corps Story

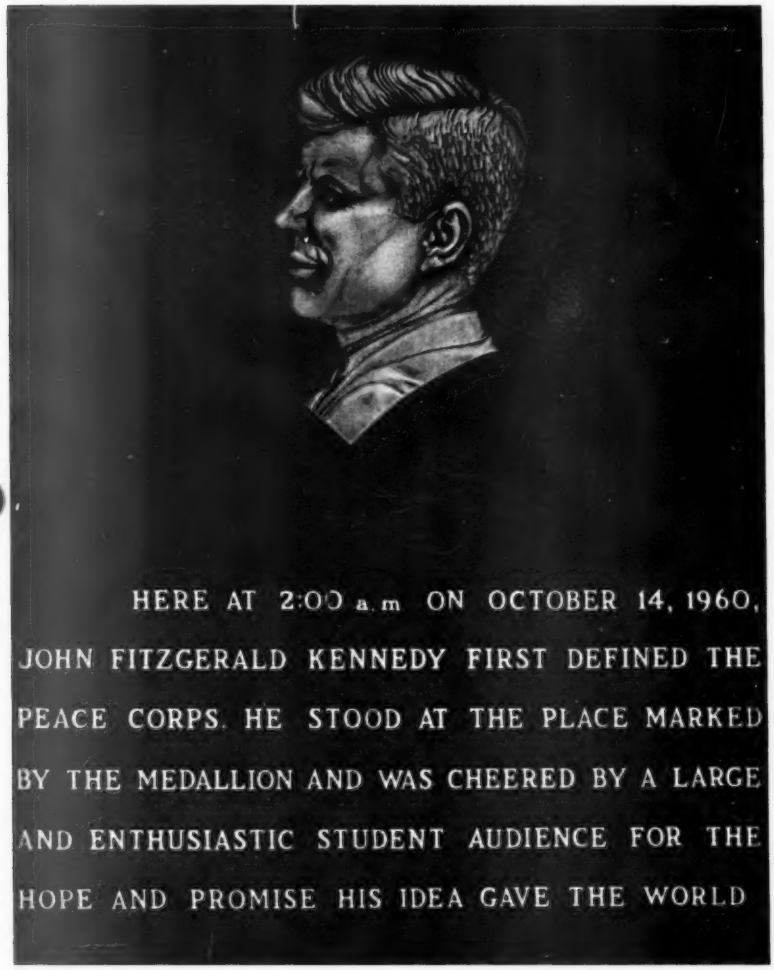
The National Geographic is preparing an illustrated article on the Peace Corps. As presently planned, the story will appear in the September issue and will contain 48 pages of color photographs and of first-person accounts written by Volunteers serving in various countries. The introduction will be by Sargent Shriver. As planned, the story will be the longest single separate feature that *The National Geographic* has ever run.

Plaque Marks PC 'Birthplace'

A plaque commemorating President Kennedy's first public mention of the Peace Corps idea was dedicated in May at the University of Michigan.

The plaque indicates the spot where, in a 2 a.m. speech on Oct. 14, 1960, the then Senator Kennedy stood on the steps of the Michigan Union and addressed a group of students [see below].

He said, in part: "On your willingness to contribute part of your life to this country I think will depend the answer whether we as a free society can contribute. I think we can, and I think Americans are willing to contribute. But the effort must be far greater than we have made in the past."


HERE AT 2:00 a.m ON OCTOBER 14, 1960,
JOHN FITZGERALD KENNEDY FIRST DEFINED THE
PEACE CORPS. HE STOOD AT THE PLACE MARKED
BY THE MEDALLION AND WAS CHEERED BY A LARGE
AND ENTHUSIASTIC STUDENT AUDIENCE FOR THE
HOPE AND PROMISE HIS IDEA GAVE THE WORLD

Students Seeking Letters About Kennedy

Two college students, Thomas Maher of Virginia Polytechnic Institute and Kathryn Kulesher of Western Reserve University, are collecting correspondence demonstrating the reactions of young Americans to the death of President Kennedy. The collection has been accepted by the National Archives to hold until completion of the John Fitzgerald Kennedy Library.

Maher and Miss Kulesher believe that the feelings of Peace Corps Volunteers at the time of President Kennedy's death illustrate in a unique way the bond between him and American young people. Volunteers wishing to contribute private correspondence should send it to Maher, Box 756, Blacksburg, Va. 24060. Maher suggests that purely personal references in such correspondence be deleted or that copies omitting personal matters should be made and submitted.

In ceremonies at the dedication of the plaque, Harlan Cleveland, assistant secretary of state for international organization affairs, said, "I believe that the Peace Corps will stand as a major monument to the memory of John Fitzgerald Kennedy—a livelier and more attractive monument than can be chiselled in stone, and maybe more enduring, too."

Commenting on the value of Peace Corps service to the United States and to the more than 6000 Volunteers now overseas, Cleveland said that these are Americans who, by rubbing up against people who are different, "have had to learn the value of difference. For the hardest lesson of all is not that all men are brothers, but that all brothers are different. And this is the beginning of tolerance, which is the beginning of wisdom.

"It was an important idea that took root in the mind of a presidential candidate on these steps, and was burnished in the bright flame of his imagination till it became form and forecast of the greatness that lies ahead for a restless people," Cleveland said. Quoting from a speech of President Kennedy made in 1963 at American University, Cleveland noted that Mr. Kennedy said, "We have the power to make this the best generation in the history of mankind—or to make it the last."

Cleveland said, "The Peace Corps is notice to the world—and a reminder to ourselves—that we mean to make it the best."

Kennedy Library Drive Under Way

A world-wide drive was started in May to raise funds for the John Fitzgerald Kennedy Library. It will house the Kennedy Administration's papers, a museum, and also an institute which will support the education of young people in the understanding and the practice of democratic political life.

Eight weeks before his death, President Kennedy selected the site in Boston, on land donated by Harvard University. It will stand on the bank of the Charles River overlooking Winthrop House, where President Kennedy lived while a student at Harvard College.

The library is expected to cost $10,000,000 or more, to be raised privately. When complete, the library will be turned over to the U.S., which will assume operating costs.

Special fund-raising efforts are under way in government agencies, including the Peace Corps staff in Washington and overseas. If, in view of President Kennedy's intimate connection with the Peace Corps, Volunteers want to contribute, they may do so through their Representatives.

An interview with

Akhtar Hameed Khan

'The Volunteer must learn not to be in a hurry'

Volunteer Alberta Rosiak (Jersey City, N.J.) graduated in 1960 with a B.S. in education from Fordham. When she joined the Peace Corps, she was teaching high-school science. At present, she is teaching biology, general science, and mathematics at a school in Comilla, the site of the Pakistan Academy for Village Development. She also serves as editor of the **East Pakistan Peace Corps Journal,** from which the following article is taken.

By Alberta Rosiak

One of the questions Peace Corps Volunteers most often ask themselves is, "Are we needed?" Many times we feel that our supervisors don't need us, don't know how to utilize us, and didn't know what they were getting into when they "ordered" us. We feel often like those proverbial wedding gifts that nobody can figure out. If there is one place in East Pakistan where this is not true, it is Comilla at the Pakistan Academy for Rural Development. That this is not true is largely due to one man, the former director of the academy and now its vice chairman, Akhtar Hameed Khan. The vice chairman in the three years that he has had the Peace Corps under his wing has certainly used it. Due to his support and his knowledge the Peace Corps projects at Comilla have been among the most successful of Peace Corps projects in the world. By success here we mean tangible success and we do not mean to say that tangible success is the ultimate in Peace Corps success. What we wish to imply is that the vice chairman has provided at the academy the ultimate environment for success as a Peace Corps Volunteer. Add the element of a man that can overcome his environment and what the vice chairman has provided may not be all that necessary. Be that as it may, he has helped us. I spoke to the vice chairman at the recent Engineers' Conference and he agreed to this interview. The vice chairman has a volatile personality, he is warm and quite open. He is very hospitable and the attention he gives his guest is flattering and disarming. It is especially disarming when you are trying to compose pointed questions—not poisonous, just questions to the point. The vice chairman's main interests center at the present time around development in East Pakistan. He has been called a "Gandhi in a Jeep." I heartily disagree with this. It seems to me Gandhi was a man of faith; he felt called to do what he did. Akhtar Hameed Khan is a man of reason; he has opted for Pakistan, community development, and East Bengal.

Q. Can you tell us some positive things the British have done for the subcontinent?

A. According to the British themselves they have done two things. They have established law and order, and they have developed a good revenue system. These are great achievements.

For one hundred years they gave us stability. They started modernizing. They built schools, began industrialization, built roads and gave us a modern administration. They made the transition to independence easy. It was not as it was in the Congo. The institutions they created remained. They can be blamed for doing too little; they cannot be blamed for doing nothing.

Q. What would have happened without the British?

A. That is anybody's guess. It is difficult to say what would happen. The only way to tell perhaps would be by comparison. China and India are compared. The Manchu dynasty in China in the 19th century was declining just as the Moghul Empire was declining in India. The British took over and established direct administration here. During the hundred years of British rule in India, the Manchus were still in power in China. China suffered terribly—civil war, strife, famine. India was in a stable position. It appears that China is accepting more and more Western influence today. And she is advancing more rapidly. The British saved India 100 years of civil strife, anarchy, and exploitation.

You can compare other countries: Egypt and the Middle Eastern countries. Egypt was under direct British administration; Syria, Aden, and Palestine remained under Turkey till 1914. Egypt is more advanced. They have a larger middle class, better educational institutions, and more industrialization.

Q. What can countries like the United States learn from newly developing countries?

A. What can you learn from a beggar? Not to call him a bum. At the most you can learn to widen your sympathies, patience, and that it is difficult to be a teacher and a benefactor.

Q. What should more developed countries' attitudes be towards the newly developing nations?

A. It is important that they work to establish a partnership, not simply give aid. They should develop trade relationships—to give and to take. They should actively participate. The Peace Corps is

the best example of this partnership—you are here to participate, not to guide.

Q. Is there anything in the Bengali temperament that will help bring about development? [Akhtar Hameed is not a Bengali.]

A. First, the Bengalis are intellectually curious. They are interested in new things. They are quick learners, almost like the Japanese. The only trouble is that there haven't been many good leaders here.

They are by nature democratic and gregarious. They collect together easily. They are fast to participate in group action.

Their weakness is they are too democratic. They dispute everything almost to the point of anarchy. I used to say to my boys [Akhtar Hameed was formerly principal of Comilla Victoria College]: "You are intellectually alert. You have political consciousness. What you lack is discipline—self-control and group control."

They have another advantage. The old exploiting and hampering institutions have been destroyed. The big landlords and the big moneylenders are gone. The Bengalis are ready for a new social and economic order.

Q. It has been said that the Bengalis are reticent people. Have you found this to be true?

A. The Bengali is sensitive and shy. They do not like rough and hearty behavior. They admire gentleness. In this respect they differ basically from Americans. They like to form personal relationships; they do not like heartiness.

Q. What can life in Bengal offer the Peace Corps Volunteers?

A. Life in Bengal is like life in any new country. It will be an enlightening experience. It is hard living in a new country. You will feel homesick; you will feel like an alien. All things will be new to you. But it will be instructive. You will meet new attitudes and new institutions. Going to America matures a Bengali. It is the same for Peace Corps Volunteers coming here; you gain in maturity.

Q. Why do you like East Pakistan?

A. I'm a *sufi*. Do you know what a *sufi* is? A mystic. A *sufi* likes everything and dislikes nothing. If I were in the Punjab, I would like it there. I like it because I am living here.

I like the people because of their democratic nature. I like their intellectual curiosity. I like the mild winter. I like the rainy season. I miss the vigorous winter, though; it's more bracing.

Q. What do you think the first thing a PCV should do when he gets to his work site?

A. The first principle is not to be in a hurry. He must learn the job slowly. He must learn the people he has to work with; he must learn the nature of his job.

The second thing is not to be impatient when nothing happens.

Q. What are the most important contributions PCVs can make to East Pakistan?

A. The most important thing the Volunteers can contribute is an example of new attitudes towards work and respect for associates. Our engineers, for example, create a gulf between themselves and the people they work with. The Peace Corps Volunteers can bridge this gulf; they can establish new conventions.

The Volunteers can upgrade the knowledge of the field workers. He cannot do this for his counterparts, but he can increase the knowledge of his subordinates. The distinction between Pakistan and the United States is the high standard of the lowest workers in the United States. Their sense of complete confidence in themselves, their sense of equality. This is missing in Pakistan and we are responsible, we the privileged people. We keep them down.

Visitors come here [the academy] and they wonder at how we can hasten while others get on so slowly. It is because everyone has a free hand here; nobody is crushed. They are rebuked here, but it's the right kind.

Q. What will a developed Pakistan be like?

A. Really if we can develop we would have the production of Japan and the social structure of the Scandinavian countries. I don't know really; that is too much of a dream to be able to talk about it. In the next 10 to 15 years the villages can be made to look prosperous. They will have a co-operative system of rural credit, a road system throughout the country, a drainage system, electric power everywhere.

Q. What is the attitude of the people to Peace Corps Volunteers?

A. To be frank, the general masses don't care; they are neither pro-American nor anti-American. There is not a general view because they are not interested in the Peace Corps. You are part of the upper élite and do not interest them. At those particular places where the Peace Corps Volunteer comes in contact with people, those people form opinions. The conduct of the individual Volunteer determines what that opinion will be. Sometimes it's good; other times it's not. The general masses—the semi-educated and illiterate—have no opinions.

Among the educated there is a division of opinion. Some are suspicious and hostile, others friendly. Some like you and want to make friendships; others feel towards you like the Chinese felt to the foreigners in their country.

There is a small minority with entirely anti-West feelings that is a hangover from the British times. This is a small minority.

Q. What mistakes have we made as Peace Corps Volunteers?

A. As a group, as for policy, I don't think any mistakes have been made. Except I don't think there should be too rapid expansion. I think the Peace Corps should consolidate in special areas, be sure of success in small areas and then expand from there.

As individuals, the common mistake is when a Volunteer becomes impatient to receive results he begins to push people around.

The second thing is when Peace Corps Volunteers expect too much social relations and cordiality from educated people. In most cases they are disappointed if they try for social relationships beyond work. This is a mistake that leads to frustration. When social relationships grow out of work, they will be sound. I do not agree with the ideas of the Experiment in International Living.

Q. What mistakes have we made as Americans?

A. I don't know. I like Americans and I'm prejudiced in favor of them. I like their self-reliance, their direct approach, their haste and impatience, and their frank opinions. Sometimes these are irritating qualities to some people who don't like these qualities.

Q. How important is the Rural Public Works Program to the present government of Pakistan?

A. It is most important to the government that the Rural Public Works Program succeeds. The stability of the government depends upon the stability of the rural population. An overwhelming number of the people are from the rural areas—90 percent. Under the new Constitution 100 percent of the voters rule. If in the rural areas there is political instability, there will be chaos and political instability in the government. Public works makes the rural areas contented. This is the first time in this country that the government has done anything for the rural people. It has made the government popular. This is the only progressive program of the government since Independence that has reached the village. The government has made an impact upon the rural people.

Q. Do you think it will succeed?

A. It is succeeding and will succeed because of the enthusiasm and ability of the local peoples and leaders. It will succeed on account of the dedication of the government officers working on the program.

Q. What do you mean by *success*?

(Continued on back page)

Angel Falls, in southeastern Venezuela, is the world's highest: 3212 feet. It was discovered by Jimmy Angel, an American flier.

Twin towers dominate Caracas skyline. The capital stands at 3164 feet. It is linked to port of La Guaira, six miles away, by $70 million high-speed toll road.

Volunteer Leo Gallarano (North Miami, Fla.) demonstrates volleyball serve to a group of school girls. Gallarano works in Maracaibo, in western part of country.

VENEZUELA

Abundance of young is strain on growth

Jack Scott is Deputy Peace Corps Representative in Venezuela. He graduated from the University of Minnesota in 1948 with a degree in business administration. The following year he did graduate work in public administration, specializing in labor and social legislation. He has been in government service since 1949, first as an examiner with the Budget Bureau and then in a variety of civil-defense and emergency-planning positions. He lists Bluemont, Va., as his home. He is married and has four daughters.

By Jack Scott

Venezuela has been described as a nation of contrasts, and it fits the description well—geographically, economically, and politically. It has some of the highest mountains and the steamiest jungles; the richest cities and the poorest *barrios;* a stable political system and an active terrorist-insurgent movement.

In 25 years the population has increased 120 per cent, with the result that in 1961 more than half of the population was 19 or younger. This phe-

nomenon, together with a vast migration from farms to cities, has been one of the main sources of social and economic problems in the country.

Venezuela belongs geographically to the Caribbean. Its location and its natural harbors have given it a unique advantage of easy communication and commerce with other countries. Its coastal orientation does much to explain the cosmopolitanism of its major cities, while the lack of internal transport and communication has until recent years held the interior towns and villages out of the stream of modernization.

Venezuela is probably best known for its petroleum industry, which accounts for 61 per cent of the national income and 93 per cent of its exports. But the country is rich in iron and other ores, has great potential in food production and is undertaking an industrial expansion of great size and importance.

Peace Corps Volunteers are located throughout this highly diverse country, in 19 of the 20 Venezuelan states. They can be found in the bustling industrial and commercial centers, and in villages that can hardly be found on even the latest maps. They are in the high Andes, in the lush valleys, on the shores of the Caribbean, and in the *Llanos,* the great plains. About a third of the hundred Volunteers are women, and there are five married couples at work.

As in many Peace Corps countries, the Venezuelan program is in transition. The first projects, which arrived in the summer of 1962, are terminating; others are taking their place; and many new ones are being added. By the fall, only about 25 "old" Volunteers will be left, among a group that promises to total 200 or more.

Venezuela, as one of the richest countries in the Western Hemisphere, does not sound very "Peace Corps." The popular image of the Volunteer slogging through jungles and over mountains to teach the ABCs or the rudiments of road-building does not line up very well with the Venezuela of the economic and social statistics. After all, Venezuela has a burgeoning economy, a rapidly expanding public-school system, some of the most modern highways in the world, a relatively low illiteracy rate, a stable political system, and—wonder of wonders in today's world—a national budget with a surplus.

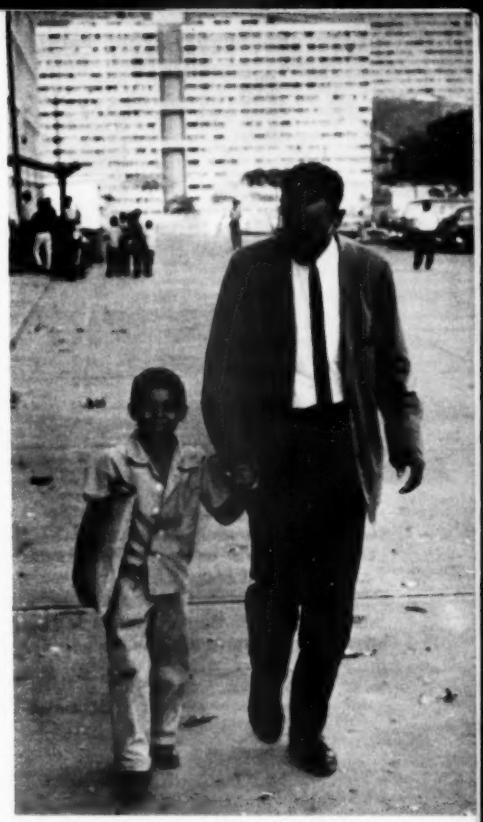
But, of course, the popular image reflects neither the truth about most Volunteers nor the real purposes of the Peace Corps. A country does not have to be economically destitute to need the middle-level skills that the Peace Corps provides. It does not have to have a primitive social structure to be able to learn more about the "new breed" of Americans. Finally, and perhaps most important, it is at least as necessary for our citizen-Volunteers to know and understand the people and the countries that will be among the world's leaders in the next few years as it is to know those which are at an earlier stage of development.

The Peace Corps programs of Venezuela must, of course, be tailored to the country's unique needs and not to some abstract idea. For example, the disproportionately high percentage of young people demands a concentration on that sector of the population. And, of course, the phenomenon itself is at the root of some of the nation's problems and is reflected in the kinds of requests for Volunteers that we get both from governmental and from nongovernmental agencies. These run heavily to filling the shortage of teachers and others to work with young people. The shortage shows up in the lack of competent teachers to man the great number of new school buildings being completed. It shows up, too, in the shortage of organized recreation activities which provide healthful means of release of young energies and at the same time develop spiritual, moral, and social values.

A different kind of problem is represented by the gap which separates the affluent society mirrored in the magnificent buildings and comfortable houses in urban centers and the "other Venezuela" living in city slums and rural huts. Here again, the requests for Volunteers is an index both of the understanding and concern with which Venezuela views its problems and of the sort of contribution that can be made. Community-development workers—both rural and urban—have been requested and will have arrived in the country by the time this issue of THE VOLUNTEER goes to press.

Notice, if you will, that these and most other Venezuelan problems are not caused by indifference or stagnation, but are actually byproducts of the remarkable economic, social, and political effort that the country is making. Venezuela needs the sort of help that the Peace Corps can provide, not to initiate a program of development but rather to facilitate the development already under way. We take it as a high compliment that these talented and impatient people have asked us to help them achieve the high destiny of which they are capable.

There are 44 Volunteers now helping to ease the shortage of teachers in specialized fields at the university and *liceo* (high school) level. The university program provides teachers of English-as-a-foreign-language, librarians, an instructor of practical fishing, an agronomist, and teachers of social science. They are working in the 154-year-old University of the Andes in Mérida, in the shadow of Pico Bolívar; in the new and expanding University of the East at its branches in Ciudad Bolívar on the Orinoco, in Cumaná, one of the oldest cities in the hemisphere, and in Jusepín, a con-



Massive *bloques*—slab-like apartment houses replaced Caracas suburb slums. Here Jerry Page (Denver), a YMCA recreation worker, walks with a young friend.

About the Country

Venezuela is seven times larger than New York State and has a population about the size of New York City: 8,000,000. Columbus landed there in 1498, and a later explorer, finding Indian houses built on wooden stilts in Lake Maracaibo, named the land Venezuela, or Little Venice. The country was mostly under Spanish control until the 1820s, when Simón Bolívar, a Venezuelan and South America's Great Liberator, crushed Spain's power. The country became a republic in 1830. Venezuela has rich deposits of gold, diamonds, iron ore, and petroleum; Lake Maracaibo alone has more than 2000 oil wells, and oil revenues are sufficient to keep the government free of debt. Stock-raising and agriculture are important, and coffee is a big export. Much of the country is virgin forest. The Orinoco River, about 1700 miles long, drains 80 per cent of the land. Angel Falls, said to be the highest in the world—3212 feet—has one drop of 2648 feet. Spanish is the official language, and 90 per cent of the population is Roman Catholic.

Doris Rowley (Durand, Ill.) and Larry Oleson (Beaverton, Ore.), Volunteers who work in 5-V program, pose with co-worker and the "packing-crate furniture" they showed him how to make. Projects of 5-V are similar to those of 4-H clubs in U.S.

The fine points of data analysis are explained to students of sociology in a university class of Bernard Finifter (Baltimore) at Caracas. Finifter has a B.A. in psychology from Antioch and an M.A. in sociology from the University of Michigan.

The need for a water tank for a settlement near Caracas is discussed by a group of citizens and Pat Rodgers Prunier (center, in white blouse), a community-development worker from McAllen, Tex. Hitherto, water has been carried in cans to houses.

verted oil camp on the edge of the Llanos; in the University of Zulia in Maracaibo; in the University of Carabobo in industrial Valencia; in Andres Bello and the famous Central University in Caracas.

The *liceo* program includes some instructors of English, but the main concentration is on providing physical-education teachers. In these two programs Volunteers are located in high schools from the Island of Margarita in the Caribbean all the way down to San Cristóbal, almost on the Columbian frontier. The 21 physical-education Volunteers will be doubled by the end of the summer, and the whole *liceo* approach will be strengthened by expansion into new teaching fields.

One of the most successful projects of the Venezuelan program has been the work in the YMCA. The Volunteers serve as program directors, although the title implies more of an organizational regularity than actually exists. Volunteers find themselves engaged in everything from instructing YMCA boards of directors in their duties to starting the club members on rabbit-raising projects. The main emphasis, of course, is on the teaching of principles of cooperation, discipline, and fellowship through athletics and other recreational activities.

About a fourth of the "old" Volunteers were engaged in the stimulation and development of a nascent rural youth-club movement called the 5-V, which is similar to the 4-H movement in the United States. In this project the Volunteers organized the clubs, instructed the members in self-government, taught them a variety of skills such as beekeeping, poultry- and rabbit-raising, gardening, carpentry, and homemaking, and showed how initiative and enterprise can result in the betterment of attitudes toward the future and a more comfortable existence in the present.

Most of the projects work under the direction of the Venezuelan government. The Ministry of Agriculture provided supervision of the agricultural extension workers in the 5-V project, and the Ministry of Education is responsible for the *liceo* Volunteers. The Education Ministry is also in charge of the University of the East, but the other universities are autonomous, and provide supervision to the Volunteers directly. The Ministry of Health will be in charge of the new projects of community development, and the Ministry of Labor will be associated with a group of Volunteer co-operative workers due to arrive later this year. The YMCA Volunteers are not, of course, directly related to any government organization but work instead with the boards of their respective YMCAs.

Are the Volunteers really helping? Do

the Venezuelans really want them? Are they really achieving the mutual understanding that they started out to obtain? We think the answer to all these questions is yes. We can see children working together to build club houses or to keep their YMCA park clean in *barrios* (squatter settlements) where such initiative and co-operation were practically unheard of. We can observe rural children engaged in beekeeping or rabbit-raising, learning that there is a reward for industry and there is a reason for responsibility. We can see a poor child in a city slum—who might have every reason to hate the rich, inconsiderate American of the cartoon world—confide in, and take a pride of association with, a man or a woman who has come to live with him and counsel and instruct him. We can see the athletic skills of the people brought into flower by devoted instruction and coaching. We can see the university student—widely heralded as undisciplined and irresponsible—trying to learn a foreign language in a night class, after spending eight or more hours in regular classes during the day.

In hundreds of small ways we can see what is being accomplished; not by the Peace Corps alone—those who think such a thing is possible live in a world of illusion—but with the help of the Peace Corps. Although we will not change the course of Venezuelan history, we might alter in some small way the lives of a few persons in contact with individual Volunteers. If we can do this favorably, our work in Venezuela will be worthwhile.

We Did Not Find Kurtz

Robert Arnove (Evanston, Ill.) and Jonathan Seely (Meadville, Pa.) taught English at the Ciudad Bolívar branch of the University of the East. After completing their Peace Corps assignments in April, they continued their adventures—Seely by joining missionaries on a trip through the jungles of the Amazon Territory, and Arnove by touring primitive areas of Brazil and other South American countries. Before joining the Peace Corps, Arnove was a graduate student and teaching assistant at Tufts University. He holds a B.A. in English from the University of Michigan, granted in 1959, and he studied at the University of London the following year. Seely is a Dartmouth graduate in English, having received a B.A. in 1957. He studied at the University of Chile for a year, and did graduate work in international relations at George Washington University. He has lived in Mexico for 18 months, and spent a year in Korea with the U.S. Army.

By Robert Arnove and Jonathan Seely

Starting up the Orinoco River carries almost as much a mysterious aura of adventure as did the harrowing search for Kurtz in Conrad's *Heart of Darkness*. This is the wrong continent, but the same primitive savagery and scenic grandeur are present. Beginning in the delta of the mighty Orinoco, our barge is surrounded by an immense mangrove swamp—the "land of the single tree," as it has been described. Overhead there are thousands of parrots, and the green matting around us is speckled with white heron and scarlet ibis. Crocodiles slither into the water at our approach, and Indian children paddle out to greet us in their long canoes, called *curiadas*.

Upstream we pass Tucupita, Barrancas, and San Félix, where the Caroní pours its black waters into the muddy Orinoco. The Caroní, draining the country described in W. H. Hudson's *Green Mansions*, is a land of diamonds, gold, iron ore, and the world's highest waterfall. Not far from San Félix, at one of the narrowest points in the river, we come to historic Ciudad Bolívar, gateway to the Guayana and market for the Orinoco basin. Isolated, colonial, and infernally hot, its narrow, steep streets and ornate balconies remind a North American of San Francisco and New Orleans. The aging waterfront is lined with gold-jewelry shops and mining supply houses. Vendors display tropical birds and jaguar and boa skins.

Upstream from Ciudad Bolívar, the river cuts a gigantic swath through the desolate *Llanos* (plains): a parching dry season burns the grassland, forcing cattle to drift with the failing water supply; a rainy season swells the Apure, Arauca, and Meta Rivers and floods the plains, inundating thousands of square miles. These streams carry electric eels, sting rays, giant boas, and schools of flesh-devouring caribes. In the jungles bordering the rivers there are tapirs, anteaters, jaguars, sloths, and monkeys.

Downstream from the far jungles of the Upper Orinoco come cargoes of timber, wild rubber, chicle, and broom fibers, and upstream flow the trappings of civilization. We stop to barter along the way for fish and turtles. Our heavily laden barge carries 2300 cases of beer and 400 barrels of gasoline. She is old and weighted low in the water; a pump, discharging water continuously, keeps her afloat. In our cramped quarters the routine has become torpor. The crew and the two passengers loll in hammocks. We read and play chess. The cook sweats over his gas stove, where he is cooking rice, yucca, and fish.

The captain scans the river for whirlpools and sand bars. He is a white-haired, bronze mestizo who has spent 40 years piloting this river. The sultry afternoons are filled with tales of his adventures.

Out on the river the sun's glare is relentless and the heat oppressive. We wait patiently for the sunsets, which fire the landscape and the imagination.

Rafael Nieves, a Puerto Rico-born social worker from Chicago, has used his broadcasting experience to bring children of his and other YMCA clubs in Caracas to appear on his weekly TV program. The children sing, dance, discuss club activities.

By seven it is dark. Without a moon by which to navigate, we must halt for the night. The clanking of the engines will awaken us at four.

We have been on the river for about a week when we come to Puerto Ayacucho, capital of the Amazon Territory. Above this bustling little town, the river is broken for 37 miles by rapids, and consequently all cargo must be portaged on a road through thick jungle to a one-house settlement called Sanariapo.

Farther upstream is one of nature's strangest phenomena. There is a point in the Orinoco's course where the river splits. The northern branch flows through Venezuela, but the southern branch, called the Casiquiare, flows into Brazil and eventually into the Amazon.

This is largely virgin rain forest, sparsely populated and one of the world's last frontiers. Traders and missionaries breathe legends into the placenames they mention: the Guainia, Ventuari, Sipapo, and Atabapo Rivers. There are the primitive tribes, the Maquiritares, Guaicas, and Piaroas, who hunt with curare-tipped darts and blowguns. We did not find Kurtz, but we found his counterparts: expatriates from Europe, war refugees, men without a past who many years ago entered the womb of the jungle and became lost. It is their hiding place and they are magnetically drawn deeper into its isolation.

Once again home in Ciudad Bolívar, we watch the river's fall in the dry season and its rise during the rains. Where days and months lose their urgency, we have come to tell time by the fluctuations of the river. We watch the traffic of boats and catch the drift of conversation—tales from the tributaries, tales of Indians, diamonds, the jungle and the great *Llanos*, and we long to go wandering again.

Apple Pie . . .Without

Harriette Osborn has been a member of the 4-H project in Venezuela, and completed her Peace Corps service in April. She graduated from Kadoka High School, Kadoka, S.D., and with her husband operated a dairy farm in Princeton, Minn., for 20 years. After his death in 1959, she became a cook in a restaurant, then a psychiatric aide in a state hospital for the mentally retarded in Cambridge, Minn. In Venezuela, she was assigned to the community of Rubio, in the state of Tachirá, near Colombia.

By Harriette Osborn

One of my first projects in Rubio was to demonstrate the use of a portable oven. Few houses here have ovens, and the demonstration gave me a reason for visiting.

In the home of a member of the county extension agent's family, I was to demonstrate how to bake apple pie. As the house had no oven, and some other 4-H members were using the only one from our office. I borrowed an old one that I had seen sitting unused at the hotel where I was living at the time. I took it over rocky roads in a Jeep for about 2½ miles and on arrival proceeded to make my pie as usual.

Several persons had gathered to watch. I was a novelty and so was apple pie. We were working on the back porch, just outside the kitchen door.

All went according to schedule until I put the oven on the kerosene stove (the old-fashioned kind that stands on legs and has a shelf beneath) and put the pie into the oven.

Then, to my horror, cockroaches began to swarm out of the oven. There were little ones, big ones, and middle-sized ones running all over the stove, the oven, and the floor and under the furniture.

I grabbed a broom and the lady of the house took a mop to try to capture the insects, but to no avail; so my hostess ran and called her hens to come and help. They obliged, and we all chased the cockroaches together.

I felt terrible and was close to tears when a big rooster came strutting up and grabbed the biggest cockroach he saw. But he dropped it pronto because it was too hot to handle.

The ladies all began to laugh and said "*no importa*, accidents will happen," and I felt a little better.

The pie turned out to be excellent and everyone enjoyed a piece of it, including an old man who was working nearby.

The moral of this story is: expect the unexpected. When working in a strange country, remember, things are different from what we know at home. One difference here is that these cockroaches have wings and fly, so it is virtually impossible to get rid of them. Another is that they grow about six times as large as any I've seen in the U.S.

But I didn't let this experience stop me from making pies or using any other method I could find to meet the people, on their own footing and in their homes.

I did not mention this episode at

Donald and Mar Lynn Fisher posed with guide on their way to the top of 16,427-foot Pico Bolivar.

The framing of their clubhouse, going up at Valencia, frames boys of the Y and Volunteer Y leaders Ken Throlson and Jim Oliver.

4-H Volunteer Osborn shows girls a simple game she devised—the first they had ever seen using equipment of any kind.

the office but in a week or so, my boss asked me, in an innocent way, if I'd been making apple pie lately; when I looked straight at him, he began to laugh, so I knew my "oven story" had arrived in town and was cause for amusement.

Now I feel I have many friends here, and at least that one group of women will not forget my oven as long as they live.

Furthermore, I like to feel that I have given a few of these people a little broader outlook on life and taught them a few things they did not know before. I've learned a few things myself.

A Lesson in Respect

Jim Oliver (Philadelphia) and Will Prior (Oneida, N.Y.) went to Venezuela in July, 1962, as Volunteers in a welfare project administered by the YMCA. Oliver attended State College, West Chester, Pa., receiving a B.A. in history and geography in 1956; he did graduate work in history for a year at the University of Colorado. From 1956 to 1961 he was a history instructor and soccer coach at a West Chester junior high school, and in 1962 became a counsellor at a Colorado school for delinquent boys. Prior won a B.A. in history from Princeton in 1951 and an M.A. in history and education from Colgate in 1957; he has also done graduate work at Buffalo, Syracuse, and New York universities, in physical education and recreation. He has taught high-school history in Hawaii and New York State. He once was assistant director of student aid at Princeton, assistant director of students at Glassboro (N.J.) State College, and a physical-education instructor at a private school in New York City.

By James Oliver and Will Prior

Shortly after we arrived in Venezuela, 14 of us were sent to interior cities to help develop new YMCAs. Together with Ken Throlson (Sheyenne, N.D.), we went to Valencia, a city of 88,000 some 80 miles west of Caracas.

Luckily we found a 20-acre plot of undeveloped land south of Valencia, where poor *barrios* (squatter settlements) have sprung up. In this area there are more than 25,000 boys under 17 years of age who had no recreation programs. Here we came into contact not only with appalling living conditions but with the restless youth of Venezuela.

Having the only property dedicated to recreation, we had—in the light of the Venezuelan's love for sports—a powerful magnet. These boys were desperate for recognition and activity or, more basically, someone or something good to believe in and follow.

Their park is a semi-jungle now, but *poco a poco,* as the expression goes, with machetes and perseverance, the boys are clearing play areas, constructing facilities, and—more important—developing a sense of responsibility and initiative. We continually stress the point that the park is *their* park, and *they* are responsible for its success and progress.

We rented a small house near the park. Living in the neighborhood was essential in establishing rapport with the boys and gaining the confidence of their families. We felt that the gaining of respect was a desirable goal. Being "buddies" or "a couple of the boys" at the local bar would only make more difficult the task of elevating the vision of *barrio* youth above the squalor of their environment.

Some of our neighbors who were reserved or suspicious could never fully accept us, though we hope we have earned their respect. There are also those who look with envy on our skills and our material possessions, and who dislike us for the job we have to do. But among the younger boys, acceptance came readily.

We have tried to make *El Parque,* as the boys call their YMCA, a place of responsibility and fair play. Once inside, a boy is someone and is recognized for responsible attitudes. Within the park there are strict rules of conduct; gradually the boys are assuming more direction and supervision. We feel it is more important to build a useful man than to build a winning ball team, and it is better to give direction to the lives of a dozen boys than recreation to a hundred.

In our baseball program, boys who have had little or no discipline, little respect for property, and little respect for the other fellow, are maintaining fields, showing respect for property by handing their gloves to the next player, showing interest in something other than themselves by giving vocal encouragement to their teammates, and accepting their errors while demonstrating a new desire to try harder. The respect for an umpire's decision, the cheer for the

With the clubhouse completed, the Y boys could take a breather from landclearing work and have some baseball. Here they cluster around Will Prior for pointers.

other team after the game, the laying down of the sacrifice bunt to advance a teammate—these are the reasons for playing the game.

Quality has been the goal of *their* park, and the boys have been encouraged not to accept second-best. The park is theirs, the first thing worthwhile they have ever owned, and they have developed a strong loyalty. We believe that the power of an idea—"El espiritú de la YMCA"—has given these boys a sense of future usefulness and purpose. We sincerely hope that the Peace Corps can find other Volunteers to expand recreation programs for the forgotten youth of Latin America.

Nancy Allen, a physical-education instructor at a school, also does recreation work with a group of underprivileged children. Here Nancy prepares chocolate cake.

Exercise in Patience

Nancy Allen (Logansport, Ind.) came to Venezuela last September with a group of physical-education Volunteers. She received a B.A. in history in 1958 from Stetson University, De Land, Fla., and an M.A. in physical education in 1960 from the University of Tennessee. For three years prior to her Peace Corps service, she was an instructor of physical education at Indiana State College at Terre Haute.

By Nancy Allen

"Epa!" someone shouted (equivalent to the American *hey).* I turned around just in time to catch a basketball on my chin. After retrieving the ball and starting down the court again, I realized that my jaw would neither open nor close, so I called time-out to put it back into working condition. Playing basketball is one of the sidelines of my job as it is for many of our group.

Twenty-two of us Volunteers arrived in Venezuela last September to teach physical education in *liceos* (high schools). We are in 15 sites throughout the country.

I am working in Maracay, a city of 135,000, which lies 65 miles west of Caracas. My school has about 1300 students and occupies the headquarters of a former dictator. We are one of few schools that can boast a library decorated with murals, gold leaf, and elaborate chandeliers. My facilities consist of one office and one basketball court. For equipment I have four volleyballs, three basketballs, one medicine ball, and one record-player.

This is the first year that the girls in the school have had regular classes in physical education. Until I came, there was no woman instructor.

Outside my classes, I have organized intramural volleyball games for the girls. I have also worked a few hours a week for the Venezuelan Children's Council, an organization which provides recreational facilities for underprivileged children. There I have been teaching volleyball, swimming, and cooking. I have organized the cooking and swimming classes so that we first mix something and put it in the oven, then go swimming. By the time we have finished swimming, our handiwork is ready to be eaten.

When we Volunteers arrived in Venezuela nine months ago, many of us found ourselves without a school to teach in. The schools closed in October for political reasons and didn't reopen until around the middle of January. So many of us had to look for full-time outside activity.

Paul Mosny (Little Falls, N.Y.), first assigned to Caracas, found a job coaching basketball in Valencia. He did so well that in a recent tournament held in Maracay, his team came in second to Brazil, holder of the world championship. His team had beaten Brazil in an earlier game and also Panama, the first time that a Venezuelan basketball team had beaten either one. Paul has now accepted a request from the Venezuelan Basketball Federation to become the national girls' coach.

Gerry Cound (El Paso, Tex.), in San Cristóbal, has no problem in keeping busy. During his 26 hours of classes a week in his *liceo* he coaches basketball, baseball, and track. In his spare time, he has organized a gymnastics club for boys not able to participate in other activities, either because they are too young or because their abilities are limited. He has also organized a basketball tournament for nine teams in nearby towns and has conducted sports clinics for physical-education teachers in his district.

Many of us have been fairly successful in what we are doing, but we have had problems, too. Probably the most serious one that we have all encountered has been to gain support for physical education as a worthy activity. Physical education is low on the prestige scale in Venezuela. It has been neglected in the past, and teachers are scarce. We have had to win support of school administrations as well as to seek the respect of the students. Some schools and organizations interested in athletics seem to work at cross-purposes, and the Volunteer sometimes finds himself trying to placate opposing factions in order to accomplish his objectives.

While cake is in the oven (see photo above), Nancy holds swimming class for girls. Lack of women instructors hampers physical education for girls in Venezuela.

We women Volunteers have been well accepted in the schools themselves, but we have found it harder than the men have to be accepted in activities outside the school. Part of the reason for this is that women here are considered less capable than men and are less important members of society. Fewer activities are planned for girls, and often the girls are embarrassed to appear in uniforms or in shorts. This is particularly true on school grounds.

Many of the schools in which we work have been planned with little consideration for athletics needs. Where there is space, it is often in a patio surrounded by classrooms. This means that for most of the day, athletic activities are a distraction to other classes, and teachers in classes must struggle to keep the attention of their students.

Our plans can be summed up for the most part in two words: better organization. We hope eventually to set up sports seasons, to obtain an adequate amount of equipment and facilities for the schools, and to improve teaching and coaching methods. This is not going to be easy, as we already have learned, but it is far from impossible.

Taking a break are Maracaibo Volunteers who tested their mettle on 50-mile hike. They are Cora Russ (left), Mary Jo Brodd, Tyke Marshall, Don Fisher (rear), Maurice Sterns, Mary Campbell, and Joe Jaycox. Standing (left) is a student companion.

Prisoners rise as Volunteer Sterns (left rear) enters classroom at jail in Maracaibo for English lesson, which is part of jail's re-education program for men.

Varied Work Marks Lives of City Volunteers

Maurice Sterns (Montclair, N.J.) graduated in 1962 from Oberlin College with a B.A. in social science. In Venezuela, he teaches at the University of Zulia, at Maracaibo, and is the editor of *Guaicaipuro*, the Venezuela Volunteers' newsletter.

By Maurice Sterns

Many Volunteers around the world are active as community-development workers in villages and in backwoods country. But consider the life of Volunteers assigned to a university of 6000 students in a city of 500,000 persons.

There are now 12 Volunteers in Maracaibo, a city in western Venezuela, perhaps most famous because it is near the source of most of the country's petroleum wealth: Lake Maracaibo.

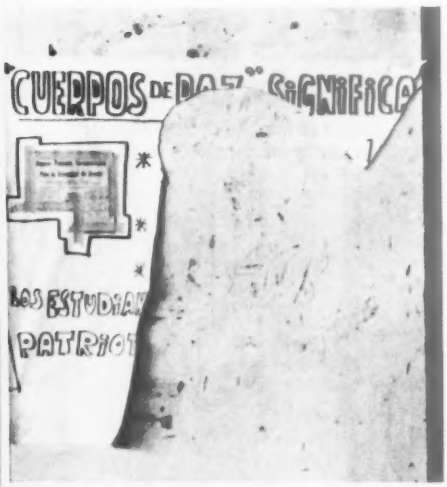
The first Volunteers arrived in Maracaibo in 1962 to work with the YMCA. Volunteers Joe Jaycox (Chicago) and Tyke Marshall (Peoria, Ill.) immediately went to work establishing a club. After

Volunteer Ben Gauss (Holcomb, N.Y.), of the Venezuela 4-H project, discusses with some co-workers a demonstration program for building a model chicken coop.

some months, they obtained the donation of some grounds, and the Y had a firm foundation. From this base, the Y Volunteers swiftly expanded activities to four or five neighborhood centers. In addition to initiating recreational programs, they promoted intercenter competitions which were made possible by the donation of an old truck by the Creole Co., to haul the children back and forth. Now the original Y Volunteers are leaving, but by the time their replacements arrive, the first stratum of Y development will be complete and the new group will have as its principal mission the program development of the five centers. As assistants they will have Venezuelan counterparts broken in by the pioneer YMCA group. This kind of activity is particularly valuable in a city like Maracaibo, because children now have a place to learn sports in an orderly environment away from the influences of the streets.

The second group to arrive in Maracaibo was a contingent of the Venezuela university-education project, which brought Volunteers to all the major universities in the country. Six of us were assigned to the Faculty (college) of Humanities of the University of Zulia about 18 months ago, five to teach English and one to do library work. Even though the then existing English classes were divided into smaller, more efficient teaching units, there was not enough activity for all five teachers. The Humanities library sorely needed cataloguing, but it was only one of the smaller of six branch libraries.

With time on our hands, we created a voluntary English program which took into its classes professors and students from three other faculties. We had 200 persons registered for the four-day-a-week program. It was taught on five levels during class hours, held twice each day. Its popularity caused expansion of the program to include other faculties and some hospitals. For those having the necessary competence in English, we created a discussion group to meet weekly for debate and conversation. These voluntary programs brought together professors and students in the same classes for the first time and created a closer relationship among the normally independent faculties.



Poster was part of University of Zulia campaign against Peace Corps. Brunt of attack was that segregation in U.S. belied aims of Peace Corps service abroad.

Library activities also are expanded. Mary Campbell (Hanover, N.H.) worked with administrators in creating a new library at the Faculty of Architecture, and it is now the only library in the university with "open stacks." The introduction of a standardized cataloguing system and the increase in availability of the file catalogue have resulted in greater use of the library by students and faculty alike. These improvements are likely to be adopted elsewhere since Mary has been training assistants to carry on when she leaves.

Activities Spread Out

Inevitably, as our program became more or less regular, the activities of the university Volunteers spread to the community with the founding of an English Club. That led to a monthly square dance. Later on, a special course was conducted for a *liceo* (high school) baseball team and an engineering class, both of which were planning tours in the U.S. At the Ministry of Public Health, 50 employees were permitted to leave work a half-hour early to attend a special English program. I have been teaching at the Home for the Blind and am now giving English instruction to 35 prisoners as part of a jail re-education program. (I am driven to and from the jail in a paddy wagon.) As a group, the university Volunteers have offered a seminar to high-school teachers on modern teaching methods.

Aside from teaching activities university Volunteers have assisted in Caritas, the Venezuelan version of the Food-for-Peace Program, and in the Vivienda Rural, a government housing program. They instruct new homeowners in the advantages of using boiled water, covering their garbage pails, and taking pride in their homes.

Mar Lynn Ormsby Fisher (Sun City, Ariz.) has been instrumental in bringing trees to the properties of many Vivienda dwellers. Cora Russ (Apalachicola, Fla.) is redecorating the kitchen of an old people's home. Mary Jo Brodd (Andover, Ill.) and Nancy Thomson (Evanston, Ill.) have been redecorating a house in a *barrio* built over Lake Maracaibo, where they plan to open an elementary school and a health-education center.

Maracaibo had seen Americans before we arrived, but perhaps we have brought new closeness as our presence is noticed in the university, the high schools, and *barrio* centers with greater frequency. In spite of occasionally large anti-democratic campaigns, Volunteer teachers have only once been the victims of propagandistic attack. A poster display of U.S. segregation riots charged: "Do these people represent Peace?" On that occasion, other students put down the disorder and caused the propaganda to disappear.

University Volunteers have increased the attention given to English and have improved the teaching. They have brought about curriculum improvements at the university such as an increase in the number of class hours from two to three a week, and the adoption of a new book for the first-year English classes. They have even provided impetus among teachers in the Modern Language Department to offer voluntary programs in French, German, and Italian.

In preparing for their departure in September and the arrival of a new group, they have been meeting with university officials, writing manuals on teaching, creating and evaluating programs, and filing materials.

The newest group of Volunteers to arrive in this city consists of four physical-education instructors assigned to various local high schools. They have set up intramural programs and interschool leagues and have expanded on the regular programs of calisthenics. They have recently begun work on a baseball diamond at Tucuco, the Motilone Indian Mission near here.

Volunteers in Maracaibo have lived in rooming houses, in apartments, with private families, and in student and faculty residences. But perhaps the most interesting living environment is that of YMCA Volunteers Chuck Butler (Alameda, Cal.) and Leo Gallarano (North Miami, Fla.), who share a house built directly over the lake. Here, in their spare time, they show health films and co-ordinate sports activities for the children.

University, Y, and physical-education Volunteers find that though their work sites are separate, their circles of friends join at times, especially when a university discussion group meets at a Y Center, when a university Volunteer conducts a health program in the high schools, or when a physical-education and a university Volunteer join in a *barrio* project of teaching and physical fitness. In expanding his own activities beyond his base of assignment, each Volunteer seems to find the real meaning of his role.

Peace Corps Staff Wife in Ecuador Comes to Terms With

'My Sun-Drenched Dream'

PART TWO

In the first installment, Margaret Monroe described the difference between her fantasy and the reality of living abroad. She wrote of difficulties in acquiring sufficient Spanish and in coping with the day-to-day existence in another culture. Among her early problems was her inability to settle on a satisfactory definition of a Peace Corps Volunteer. Mrs. Monroe is the wife of Robert B. Monroe, until May a Peace Corps physician in Ecuador. She was born and reared in Texas, was schooled there, and in 1955 graduated from Midwestern University, Wichita Falls, with a B.A. in English and German. The day after graduation, she married Robert Monroe and while he underwent medical training, Mrs. Monroe worked as a teacher (eighth grade) and as a medical secretary. They spent two years with the U.S. Public Health Service working on Indian reservations in New Mexico and Colorado. They next moved to Seattle, where Dr. Monroe entered private practice. Dr. Monroe joined the Peace Corps staff in 1962. He and Mrs. Monroe plan to return to Seattle, where Dr. Monroe will re-enter private practice.

By Margaret Monroe

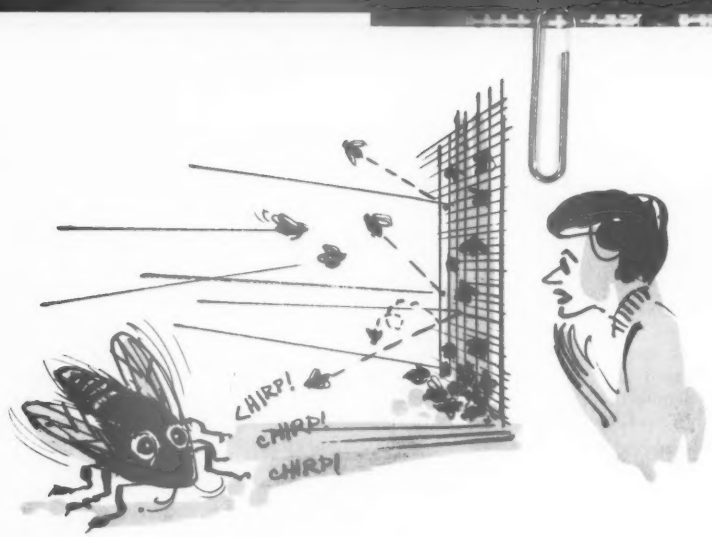
I gave birth to my third child exactly on the expected date. Like many another staff wife, I found that the difference in medical care at home and abroad is great. There were, however, no complications and I was able to leave the hospital with Christopher when he was three days old.

Once again I picked up the thread of normalcy and followed it through busy days. Spanish-English lessons and trips downtown with my neighbor; Volunteers for meals, recuperation, or just a chat, typing reports and letters for Bob; entertaining visitors from Washington; managing the household; caring for the new baby—all these activities filled my days. It was about this time that I first glimpsed a Volunteer on duty. She dropped by one hot afternoon and, as we sat sipping iced tea, explained her job. She had done social work in the U.S. and so had been assigned to a school for delinquent boys. Some of the classes had decided to repair broken toys for distribution to poor children for Christmas. I assured her that I had toys to contribute and that I would ask around among my friends as well. Mary urged me again and again to include just *anything*. "They don't have things at the school," she said, "neither materials nor tools. Whatever you can bring will be more than welcome." Until that conversation, the word *school* still had for me its North American connotation: shining floors, good lighting, well-kept playgrounds, healthy children. How could a school function without materials or tools?

A few days later, accompanied by my neighbor and another friend, I went to the school on a blindingly hot morning. All of us carried toys which had not weathered our collective 11 children well. Mary had notified the guard that we were coming, so we were admitted immediately. We stepped inside from the street and halted a moment in a large, barren courtyard. No single plant of any kind grew; the sun glared down on an unrelieved stretch of dust, pebbles, and stones. The only shade we could find was provided by a building, part of the square of structures enclosing the yard, all of which together constituted the school.

Now we could see Mary trotting toward us across the big compound, a cloud of dust blossoming at her feet and settling slowly and softly back to the ground behind her. She was panting when she reached us, and her face was moist with perspiration. Her own classroom was at the most distant corner, she explained, and on our way there we could see other parts of the school, beginning with the administrative offices, in the building at our backs. Each of three offices contained a battered desk and a couple of chairs, and in one was an old wooden file cabinet. I would have expected these offices to be the scene of testing, evaluating, case reporting, conferences with families, investigations, admissions of new boys, and discharging of old. But there was nothing of the sort going on now, and no sign that there had been. "The offices are not used much," Mary said. She led us on through the machine shop. We saw several large machines (donated by CARE) lying idle amid stacks of desks and tables and benches constructed by the boys. Mary told us that the school had received from the government several contracts for furniture. The work had been completed on time and according to specifications, but then there was no money available for payment. Hence the idle shop; with no money, it was impossible to buy materials to start the next project.

The next stop was a classroom. Through the window we could watch a reading lesson. There were about 30 boys, some of whom had desks, a few of whom had tattered books, and all of whom seemed to be wearing ragged clothing. The class was listening to one little fellow read. When he finished a paragraph he handed the book to his neighbor, who thereupon began to recite. Aside from the students, teacher, the few desks, and the fewer books, there was nothing else in the room —no blackboard, maps, papers, cabinets, or notebooks. Each room Mary showed us was equally lacking in basic materials. In the dining hall, there were now almost enough plates to go around, and only recently the school had obtained benches for the concrete tables. Before, the boys stood at the tables while eating from the huge cooking vessels with their fingers. There were still no utensils except plates, but the school was hoping



to acquire some spoons eventually. The diet, Mary told us, consisted mostly of rice and bananas.

A shoemaking class well illustrated the theme of no materials. Two of 30 or so boys were busily hammering nails into dollar-sized pieces of leather stretched across their lasts. Some of the others were looking through the contents of a large bin in one corner. Mary motioned us over, and we saw that the bin contained a big pile of scrap leather. Most of the pieces were the size of a postage stamp. Mary explained that the shoemaking places in town contributed their scrap; the boys were searching for some of the larger pieces, such as the first ones we had seen. They seemed scarce. I couldn't bring myself to ask how the boys would learn to make shoes or anything else with these minuscule bits of leather.

Our final visit was to the handicraft class. The main project was the repair of numerous battered toys by means of one pair of scissors and little dabs of this and that. Some of the boys were making flower vases out of bamboo joints and painting them. Others were just sitting around. On our entrance, they all came rushing over to see what we had brought, and then began displaying their flower vases and the refurbished toys. The discipline was fine here, as it had been also in the other classes. There was no pushing, yelling, or roughhousing. Though extremely ragged and, for the most part, barefoot, the boys appeared to be clean.

Mary walked with us back to the gate, thanked us, and said goodbye. We watched her going back across the yard, shading her eyes against the hot, bright sun. Here was an American girl working in depressing surroundings; here was a person relating completely to citizens of another country and culture but at the same time helping them to advance a little. So, I thought admiringly, *this* is a Volunteer.

As she walked back to her classroom, the haze of dust that had swirled up behind her drifted slowly back to earth.

The weather in Guayaquil at this time was pleasantly cool at night, and warm and sunny during the day. But there began a noticeable if gradual change. The heat became more intense every day, and the evenings and nights grew perceptibly warmer. The insects, indoors and out, increased greatly in kind and size. Guayaquil was girding itself for the rainy season, *invierno*. By late December the heat was uncomfortable, and when the rains started in January the heat became almost unbearable. It was rather like living in a steam bath day and night. There was no relief from the insects, either; and, in addition to the implemented number of ants, beetles, cockroaches, mosquitoes, and flies, other types came in waves, much like the plagues of Bible days. My first experience with them came one warm evening in January. Bob was out of town, and one of the Guayaquil Volunteers was recuperating at our house. It had been a hot day, with a brief but heavy rainfall in late afternoon. Now night was falling; the children were in bed and asleep, the maids had gone home, and Martha and I were just sitting in the rapidly darkening house talking. Abruptly there began a strange chirping sound, which soon increased in volume. It seemed to be all around the house. Martha and I peered silently across at each other through the gloom, but before we could voice our astonishment, still another odd noise became evident: an irregular, soft but insistent thudding at all of the windows, then suddenly inside the house. By now it was completely dark, and Martha and I jumped up to turn on a lamp. With the flood of light there came a plop-plop on the floor between us, and we saw two brown cricket-like insects peering up at us with bright eyes. A glance at the windows showed more of them hitting the screens and clinging there.

"These must be the *grillos*," said Martha. As if by mutual consent we moved closer to the little intruders still crouched on the floor. As we approached them, we heard a chirp-chirp and they both jumped. One landed on Martha's blouse, and she seized it, raised it above her head, and threw it to the floor. This, she explained, is the proper way to kill them. Stepping on them leaves a sticky mess, but if you hurl them to the floor hard enough to kill them, there is merely the corpse to sweep out. There was evidently something wrong with her technique, however, because her demonstration *grillo* hopped frantically away.

Now the doorbell rang, and my neighbor came in to reassure me that the *grillos* didn't bite but that they did eat holes in clothing, showing a strong preference for synthetic fabrics. She advised me to store away everything we had of nylon and rayon in suitcases and plastic bags. A chorus of screams burst from her house, and we saw all five of her children dash into the street and run wildly back and forth in front, ducking and twisting and yelling. They were catching *grillos* and throwing them on each other, and were soon joined by all the other children in the neighborhood. The soft illumination of the street light showed flying insects above and, like grossly distorted reflections, the dancing, darting children below, their high-pitched cries mingling with the shrill chirping. It was a weird, beautiful scene, and we watched enchanted until the neighbors came out to gather their young. The noise and shouting continued for some time from inside the house, as the children kept up their game with *grillos* they found there. Our house let in a lot, too, despite the screens on our windows. Downtown there seemed to be millions of *grillos*, piles of them in the gutters, more on the sidewalks and in the stores. The streets were littered with them, and passing cars crushed them with a sharp, crackling sound.

Gradually the wave of *grillos* receded, but after each heavy rain, a new wave appeared. Other insects put in an appearance as winter wore on, but the *grillos* were by far the most numerous.

A Chance to Go to Quito

As the season progressed, the heat and humidity rose still higher. When Bob said one evening that he had to spend a week in Quito and offered to take the family along, I jumped at the chance. Quito was a complete contrast to Guayaquil. It sits at an altitude of 9200 feet, and the climate was fresh and cool. The city itself has many charming Spanish colonial touches. Fascinated as we were with Quito, we received with mixed feelings the news that we were to be transferred here. The move would cut down Bob's travel, though, so we decided we were for it, and I flew back to Guayaquil with the children

to commence preparations for moving.

Life in Quito has proved to be more comfortable climatically than it was in Guayaquil but much the same in regard to my own activities. We seldom have two weeks without one or more Volunteer house guests. Even more frequent than the house guests are those for lunch or dinner, and usually with little or no notice. These functions give me additional opportunities to hear what work is going on and to become better acquainted with the Volunteers.

One of the most enjoyable of these informal visits was provided by one Volunteer who came in from the mountains accompanied by three Indian friends. My husband invited them all for lunch. That was my first chance really to converse with an Indian, since till then my only contact with Indians had been in buying goods from them. Fortunately the three all spoke Spanish (most Indians in Ecuador speak only Quechua, a language dating from Inca days) and there was no need for Richard, the Volunteer, to interpret. He himself had learned Quechua in order to work in the Indian villages. His influence was obviously good. His friends followed his example of washing hands before we sat down to eat, and they covertly watched him at table to know whether to use fork, spoon, or knife. The conversation ranged over a variety of subjects. The excellent relationship Richard had achieved with them was brought out in the time they spent with us. He was definitely a friend but a friend with authority, a friend to be consulted and looked up to.

Volunteers themselves often prove to be interesting, too; many of them are widely travelled or have hobbies and talents and knowledge which are fascinating to us. Their experiences and projects in Ecuador are an endless source of conversational topics as well, of course.

The simple request "Please don't serve rice and beans," in response to one of my invitations, set the tone for most of these meals; I try to have them as North American as possible. Volunteers who live out in the country often have access to not much more than rice, beans, and bananas, with an occasional egg or a soup made from meat. Most of them can afford whatever foods they want, but the demands on their time usually prevent preparation of a really well-balanced meal; hence, they usually eat at restaurants or with families. Of those few who do cook, still fewer have any skill. All this adds up to a real appreciation of American-style meals.

Often we have more elaborate gatherings—on Christmas and Thanksgiving, for instance—and periodically we give a party. This can be something on a large scale for 50 persons or so, with all six of the staff wives in Quito co-operating, but more often it is a simple and spontaneous gathering for cards, volleyball, or music.

Volunteers are not the only guests we have, of course. Because of the nature of the Peace Corps program, field staff people do a lot of travelling, and often they stay with us. We entertain their wives and children infrequently as well, and I especially enjoy this opportunity to exchange experiences, ideas, recipes, and complaints. This, in fact, constitutes the only chance for "ventilation" with outsiders that we staff wives have.

Even more infrequently people from the Peace Corps Washington staff flash through. We find them to be of personalities and types as widely varied as the Volunteers, and certainly very nice guests. They provide information about other countries and projects and in general have the refreshing effect of a cool breeze.

These occasions constitute most of my contact with Peace Corps personnel, but they still form only one facet of the many-sided life of the Peace Corps staff wife. One other important aspect is her relationship with the people of the country in which she is living. In keeping with the ideals of the Peace Corps, we try hard to become friends with the people. This is not so easy as it sounds. Cultural differences make a smooth relationship difficult to acquire. The really big obstacle is language. Floundering around in a foreign language all day and every day is fatiguing and frustrating. It was a full six months before I attained any degree of ease and fluency in Spanish. Study of the language, though, can itself be a first step to friendship, as I discovered with my neighbor in Guayaquil. Our daily language lessons were not too profitable linguistically but were immensely rewarding in terms of personal relationship. My husband, through his medical work, is in daily contact with Ecuadorian physicians, and among them we count some of our closest friends. Still other friends I have made through classes at the universities or through mutual friends. Without these friends we would be missing one of the most illuminating features of life in another culture.

Charity Work Takes Time

Some staff wives do charitable work, too. My own effort in this direction is at a school for deaf children, where I give lessons in lip-reading and speech. I also had the opportunity to work as interpreter and secretary with the medical team from the American hospital ship *Hope*. These and similar activities provide a sense of fulfillment and satisfaction which somehow doesn't come with Peace Corps work, perhaps because of its undefined and irregular nature.

There is still one major area of endeavor for the Peace Corps staff wife: home and family. An occupation in its own right, home management in another culture necessitates a different approach altogether. Learning to deal with servants is difficult for an average American housewife. Children, too, require a lot of understanding while they adjust to a new culture. The use of an incomprehensible language frustrates, angers, and frightens them. The presence of servants upsets them. Having their father travelling for much of the time is another source of anxiety. Children have great powers of flexibility, however, and respond with amazing speed. At the end of our third month in Ecuador, our eldest son suddenly began speaking Spanish. Shortly after this our second son began chiming in, and after a year spoke only Spanish, though he still understands English. The linguistic adaptability of children is really marvellous, and I find myself not only envying their perfect accent and unconscious use of idioms but actually being corrected by them. *(Continued on next page)*

More Career Opportunities

Opportunities for returning Volunteers are listed in a monthly bulletin prepared by the Peace Corps Volunteer Career Information Service, and sent regularly to Volunteers completing service this year. Volunteers about to terminate have been asked to return registration cards in order to be advised individually. Inquiries should be addressed to the Peace Corps Volunteer Career Information Service, Room 601, 1815 H St. NW, Washington, D. C. 20006. Following is a selection from the current bulletin:

Education

Antioch College has established four scholarships for returning Volunteers interested in a Master of Arts in Teaching degree. The one-year graduate program will be conducted in Putney, Vt., and Yellow Springs, O. The aim of the program is to develop secondary-school teachers of the social sciences. The program includes study in the social sciences and education at Antioch in Yellow Springs, seminars in Putney, field observation of social conditions under study, practice teaching on the secondary level, and contact with foreign students under an arrangement with the Experiment in International Living. Two groups of 18 students each will be admitted to the program. The first group begins June 15, 1964, and graduates in June, 1965. The second group will begin on Sept. 14, 1964. Two Peace Corps awards are available for the session beginning in June, and two for the one in the fall. For information, write to Ben Thompson, Assistant Professor of Education, Antioch College, Yellow Springs, O.

The University of Chicago, through its Comparative Education Center, has established two full tuition-and-subsistence scholarships for qualified Peace Corps Volunteers for 1964-1965.

Volunteers are also encouraged to compete for four National Defense Education Act scholarships.

The center is oriented towards research and has a marked social-science and interdisciplinary bias. The center emphasizes the relationship between education and socio-economic development in underdeveloped areas.

The center wants to receive applications from Peace Corps Volunteers who have B.A.'s, preferably with a social-science background, and who are prepared to do field work and research in addition to studies at the university. Interested Volunteers should immediately send a full biographical statement (including previous education and experience) and transcripts to Arnold Anderson, Director, Comparative Education Center, University of Chicago, Chicago, Ill.

Teachers College, Columbia University, has approved 21 tuition scholarships for the academic year 1965-1966. Three have been set aside for American teachers who have satisfactorily completed two years of teaching assignments overseas. Each scholarship carries a stipend of $1440. Peace Corps Volunteers are eligible to apply not only for those awards specifically set aside for overseas teachers but also for the other 18 which are open to all applicants. Applications and all supporting materials are to be on file no later than Feb. 1, 1965. Write Freeman Butts, Director of International Studies, Teachers College, Columbia University, New York City 10027.

The University of Rhode Island has established a number of graduate fellowships for returning Volunteers. The awards include tuition, registration fees, and a subsistence grant. Volunteers interested in matriculating in September, 1964, should write immediately to Dean Peter Nash, Graduate School, University of Rhode Island, Kingston, R. I.

Teaching

Teachers College, Columbia University, has announced the continuation of the Afro-Anglo-American Program for Educational Service in Africa. Full-time graduate study during the 1964-1965 academic year is offered at Teachers College and the University of London Institute of Education. Major features of the program include academic credit, special seminars and tutorials, student teaching in British schools, and a comparative-education tour in Europe. Fellowship aid is available.

Applicants must be experienced teachers who would be qualified, after training, for posts in African teacher-training colleges or secondary schools. The candidate must serve as a teacher for two years in an African country of his choice.

For information, write Karl Bigelow, Executive Officer, Afro-Anglo-American Program, Teachers College, Columbia University, New York City 10027.

The California State Board of Education will now issue a conditional credential for elementary- and secondary-school teaching. To be eligible for this credential, a candidate must 1) hold a bachelor's degree; 2) possess the required student teaching or its equivalent in teaching experience; i.e., Peace Corps teaching assignment; 3) submit a statement of intent to employ signed by a California school district official; and 4) submit a statement of intent to complete the course requirements for the Standard Credential. A person may also secure the conditional secondary-teaching credential if he has a master's degree in a subject commonly taught in the public schools. For further information, contact Blair Hurd, Co-ordinator of Teacher Recruitment, State Department of Education, 721 Capitol Mall, Sacramento, Cal. 95814.

The New York City Board of Education will grant credit on its salary scale to returning Volunteers whose overseas teaching experience can be equated to experience in domestic schools. Volunteers' credentials will be evaluated on an individual basis. Persons granted one year of salary credit will begin teaching at the second level of the salary schedule ($6475). For information, write Eugene Maleska, Assistant Superintendent, Office of Teacher Recruitment, Board of Education, 110 Livingston St., Brooklyn 1, N. Y.

Government

Peace Corps: This year about 3000 Volunteers will complete service. An increasing number of applications are being received from Volunteers who would like to be considered for domestic and overseas jobs on the Peace Corps staff. This indication of continuing interest and support of the program is gratifying, and the Peace Corps is making every effort to place as many returning Volunteers as possible. The fact remains that, as the number of returnees

'My Sun-Drenched Dream'

Children, home, Volunteers, Ecuadorians—these are the major ingredients. In comparison with the tranquillity of my routine as wife and mother in the States, my life here is a kaleidoscope of activities, with no two days alike. There are stresses, strains, and difficulties—those I have mentioned as well as others. But though the pleasures and satisfactions abound in this situation, the one thing that gives it value and meaning is the work of the Peace Corps Volunteers. This is a picture into which the staff wife can fit: a human being, the Volunteer is going to have moments—moments in which an American meal is going to seem like a feast, moments when he would just like to sit down and relax and speak English, moments when he is ill and would like surroundings other than those of a hospital. We can realize our obligations in supporting the Volunteer in what ways we can when he needs it. I have lent and given my clothes, presided over the preparation of numerous birthday cakes, helped to sell articles and goods made under the direction of Volunteers, lent our family car and my sewing machine, given counselling on a variety of subjects, donated my children's clothing, helped out with a project by typing reports and cutting stencils, and entertained visiting relatives of Volunteers. I have been glad to do these things, to contribute, however indirectly, to the work the Volunteers are accomplishing.

The fears that I brought with me to Ecuador have been dispelled one by one. My pregnancy terminated with the easy birth of my third son. My children have not fallen prey to any disease but have continued as healthy as ever. I struggled to a sufficient mastery of Spanish to communicate with my Ecuadorian friends. And, most of all, I now find myself living not a life of emptiness or isolation but one of service and fulfillment.

My conclusion, then, after almost two years in Ecuador as a Peace Corps staff wife is this: I had the opportunity for a unique experience and accepted it, and I can truthfully say I wouldn't have missed it for the world. I think I would be joined in this statement by many of my colleagues—Peace Corps staff wives around the world.

THE END

increases to the thousands, the competition for the limited number of vacancies which occur each year will be extremely stiff. If you would like to apply for a staff position, you should discuss the matter with your Representative, and then submit an application to the Peace Corps Personnel Office. You would be wise, however, to apply to a number of other organizations working in the area of international development, in view of the limitations outlined above.

Business

The Colgate-Palmolive Co. has career opportunities in its international-marketing program for men with a B.A. degree or above. Initial assignment is to a training program in the United States consisting of project assignments in the home office in New York City, followed by field selling experience, and ending with product-management training within the domestic company. The training program prepares people for product management work abroad. For information, write to N. B. Moulin, Manager, College Recruitment, Colgate-Palmolive Co., 300 Park Ave., New York City 22.

Eli Lilly & Co., manufacturers of products in the pharmaceutical, biological, antibiotics, agricultural, industrial, and veterinary fields, has a continuing need for persons who have an undergraduate or graduate degree in accounting, chemistry, bacteriology, or engineering (industrial, chemical, mechanical, civil, and electrical). For information, send a letter and personal resume to J. H. Ebbeler, Chief, Personnel Requirements, Eli Lilly & Co., 224 E. McCarty St., Indianapolis 6, Ind.

Copley Newspapers, publishers of 15 daily newspapers in Illinois and California plus other weekly and monthly publications, offers opportunities in its management program. Possibilities exist in newspaper advertising, business management, circulation, distribution, and production. Preference is given to master's level applicants with significant military or business experience. Editorial positions are available through the Copley Editorial-Training Program, which offers an on-the-job equivalent to a master's degree in journalism. Other opportunities may be available in data-processing work, industrial relations, plant operations. Contact Milo Clark Jr., Copley Newspapers, 7776 Ivanhoe Ave., P. O. Box 1530, La Jolla, Cal.

Bankers Trust Co. seeks men interested in domestic and international commercial banking, personal trust, pension trust, portfolio analysis, and operations management. Formal or on-the-job training programs are offered in all areas. For information, write to Robert Russell, Assistant Vice President, Bankers Trust Co., 16 Wall St., New York City 15.

Metro-Goldwyn-Mayer, marketing division, has opportunities for overseas careers. New employees would begin work in an established office abroad and after sufficient experience, would have an opportunity to head an office. Qualifications include a college degree, preferably in marketing, advertising, business, or liberal arts; sales ability for work with theater owners and potential moviegoers; ability to co-ordinate with foreign governmental agencies concerned with imports, regulation of movies, finance and business control. Language aptitude and facility are helpful. For information, send inquiry and personal resumé to Ronald Carroll, Director of Research, Metro-Goldwyn-Mayer, 1540 Broadway, New York City 36.

Other

The American Institute for Free Labor Development, a nonprofit organization working in Latin America in the area of economic development through trade unions, seeks people with training and experience in engineering (primarily related to housing) or international finance. Job requirements include fluent Spanish. The organization sponsors programs for trade-union education, provides technical assistance and financing for housing, banking, credit union, and agricultural research projects. Opportunities exist for employment in the domestic office or in Latin America. Interested persons should send a personal resumé to Peter Kimm, Regional Director, American Institute for Free Labor Development, 1925 K St., N.W., Washington 6, D. C.

Action for Appalachian Youth Inc., a nonprofit, West Virginia corporation financed by the President's Committee on Juvenile Delinquency and by local foundations and private contributions, seeks returning Volunteers for work in a community-development program designed to prevent and control youth problems. Positions for which staff are being recruited include community-development workers, preschool primary teachers, sociological-anthropological researchers, public-health workers, social workers, and youth-employment specialists. Opportunities exist for work-study positions for academic degrees at both the undergraduate and graduate levels. Write to Gordon Jaech, Director, Action for Appalachian Youth Inc., 208 Nelson Building, Charleston, W. Va.

The National Federation of Settlements and Neighborhood Centers, on behalf of its 371 member agencies across the nation, is continuing to make available the services of its Personnel Department to those returning Volunteers interested in careers in social work and employment opportunities within its membership. Settlements and neighborhood centers are active in the following areas: community organization, education for social action, work with the unemployed, nursery and day-care centers, casework services, street-club work, creative arts, language classes, club groups for various age levels, special health services. Specific vacancies exist for group workers, case workers, community and neighborhood organizers, and various program specialists. The basic requirement for these positions is a master's degree in social work; however, there are many positions open for people with less training and experience. There are also opportunities for summer employment, plus on-the-job training through the NFS Training Centers. Write to Richard Bargans, Secretary for Personnel, National Federation of Settlements and Neighborhood Centers, 226 W. 47th St., New York City 10017.

Human Rights Program: The Eleanor Roosevelt Memorial Foundation has initiated a leadership and staff-training program to train men and women for careers in inter-group relations. Under this unique program, returning Peace Corps Volunteers and other persons, with work experience or academic degrees in appropriate areas will be awarded a one-year internship with agencies and commissions needing professional personnel in the field of bi-racial relations. Each intern will receive a grant of $5000, half of which will be paid by the foundation and half by the agency to which the intern is assigned. At the end of this one-year on-the-job training program, interns will be available for employment in industry, labor, and government. The program begins with a two-week orientation seminar which is sponsored by the foundation and is held in Washington. The next Human Rights Internship Program begins in mid-July. For information, write to Frederick Routh, Executive Director, National Assn. of Intergroup Relations Officials, 2027 Massachusetts Ave. NW, Washington 6, D. C.

Laubach Literacy Fund, an educational organization which works with U. S. and foreign governments, missions, and private organizations in technical programs to eradicate adult illiteracy throughout the world, seeks returning Volunteers for positions overseas. Preference will be given to Volunteers who have participated in literacy programs. The technical services provided by the organization involve teacher training and the preparation of literacy materials. For further information, write to Director of Education, Laubach Literacy Fund, Inc., 2000 P St. NW, Washington, D. C. 20036.

CARE Inc. is seeking Volunteers for positions as Field Representatives. This is the entry-level position, offering advancement opportunities into Assistant Mission Chief and Mission Chief. Positions are open in 40 countries, including 26 in which the Peace Corps operates. Field Representatives work in community-development self-help programs, arranging for large-scale school-feeding programs using surplus American farm products, and handling distribution of CARE packages. These positions require administrative ability and business skills. College background is helpful, but not required. Men are preferred. CARE also has positions for nurses, doctors, and other medically-oriented persons. Early applications are recommended to anticipate planning for future overseas assignments. Write Bertran Smucker, Director, Overseas Operations, CARE, 660 First Ave., New York City 16.

What Are They Doing Now?

The Peace Corps Volunteer Career Information Service reports the following data on careers of Volunteers who have completed their two years of service.

	November, 1963	March, 1964	May, 1964
Number of Volunteers Included	413	645	864
CONTINUING EDUCATION	54%	42%	38%
Undergraduate	10	11	11
Nondegree programs	1	2	2
Teacher certification	1	1	1
Graduate	42	28	24
(Former Volunteers are attending 117 colleges and universities. More than 100 have been awarded scholarships, loans, and fellowships totalling $214,000.)			
EMPLOYED	40%	38%	43%
Business and industry	4	5	5
Other profit-making (newspapers, etc.)	4	3	3
Nonprofit organizations	4	4	4
Peace Corps	12	9	13
Other federal government	3	3	3
State and local government	0	1	2
College and university teaching	1	2	2
Elementary and secondary teaching	12	11	11
OTHER	6%	20%	19%
Extension of Peace Corps service	0	7	7
Married women (not working)	3	5	5
Travelling (en route to the U.S.)	3	6	5
Military service and pending	0	2	2
	100%	100%	100%

ETV Brings World to Classroom

Volunteer David Ferrell (McDonough, Ga.) majored in radio-TV journalism at the University of Tennessee (B.S., 1962) and, among other jobs, wrote and produced a biweekly educational television program for the campus broadcasting service. In addition, he has served on the news staffs of the Cleveland, Tenn., **Daily Banner** and the Columbus, Ga., **Ledger.** In Colombia, he is working out of the Bogotá office as communications chief for the educational television project.

Volunteer Charles M. Fitch (Mamaroneck, N.Y.), who took the accompanying photographs, has a B.S. (1960) in drama and television and an M.S. (1962) in television direction production from New York University. While a student, he helped to produce a series of TV science shows. Before joining the Peace Corps, he produced and presented a natural-history series for children for the Westchester County, N.Y., Department of Parks, Recreation, and Conservation.

By David Ferrell

In a narrow street in Bogotá, Colombia, a Peace Corps Jeep is parked in front of a pet shop. Out of the store come two Volunteers carrying a couple of cages of rainbow-hued parrots and another cage containing an ocelot, a small, wild Latin American cat. One Volunteer is towing, at the end of a rope, a burro.

The Volunteers load their menagerie into the Jeep, jump in, and pull away from the curb up the steep street toward the studios of Instituto Nacional Radio y Televisión de Colombia. Soon these animals will be on camera before more than 100,000 Colombian primary pupils watching TV sets in 400 classrooms.

This scene may seem alien to traditional pictures of the Peace Corps, but these Volunteers and 76 others are members of a pilot project to write, produce, and co-ordinate educational television for Colombia's public schools. Their long-range job is to train a cadre of Colombians to take over and expand ETV in Colombia.

What makes this project unique in the history of educational television is the link between studio and classroom. Programs are not just telecast out into a void. The classroom response is measured continually by a "field utilization" force of roving Volunteers who go into classrooms and show teachers how best to use the teleclasses and the printed materials supplied for them. Volunteers' reports on student and teacher reaction to each 15-minute teleclass are constantly fed back to the studio staff for its use in evaluating and improving its output.

The Volunteers working in the classrooms also instruct the teachers on proper tuning and care of the sets. The Colombians call them *doctor* or *profesor,* titles used here for almost everyone with a college education.

In a typical teleclass, the 15-minute TV program conducted by a *telemaestro* (Colombian TV teacher) is followed by 25 minutes of classroom work conducted by the teacher. About 20 teleclasses are produced each week at various grade levels of mathematics, science, Spanish, and social science.

Field work began with the installation of sets in Bogotá, the capital, and 30 other towns of the surrounding Department (state) of Cundinamarca. Schools receiving the sets were selected by the Ministry of Education. Sets will be placed farther afield as the program grows and the field staff becomes more experienced.

The ETV network went on the air in February with programs designed to train teachers; teleclasses for students started in March. ETV uses the studio and transmission facilities of the government network. It was founded in 1956 and today is the largest and fastest-growing network in South America, reaching 85 per cent of Colombia's population. Ninety-four per cent of the country's schools are within its transmitters' range.

The teleclasses are bringing into the classrooms—many of which have few or no textbooks, maps, or other materials—the wonders of modern education enhanced by films, slides, and other audio-visual aids. To have distributed such aids on a school-to-school basis would have been prohibitively costly.

The effect ETV has on Colombian education is being measured by Stanford University's Institute for Communications Research. George Comstock, assisted by Volunteer Peter Gyfteas (Barre, Vt.), is in charge of the study. It includes a testing program of teleclass subject matter administered by the Volunteers actually working with TV at the receiving end: in the classroom.

Pedro Gomez Valderrama (left), Colombian minister of education, and Miguel Escobar-Mendez, minister of communications, examine video-tape-recorder, a donation of U.S. AID.

David Miron (Philadelphia), center, talks with Colombian technical counterpart as Jack Howard (Firebaugh, Cal.) and John Howald (Tacoma, Washington), on chest, install TV cable.

The 12 program-production Volunteers were trained last summer at the University of New Mexico, using the facilities of KNME, the state's campus-based ETV station. After two months at UNM, they went to Lincoln, Neb., where they spent a month at work in the TV- and film-production facilities of KUON, Lincoln's educational station. They arrived in Bogotá in September, after observing additional television operations in Washington and New York.

The 45 field-utilization Volunteers began training at the University of New Mexico in September. Their 15-week training program included a month of work in 10 of New Mexico's school systems assisting teachers with ETV. They arrived in Bogotá in January.

Both groups shared their training in the U.S. with 28 Colombian co-workers from the Ministries of Education and Communications. One Volunteer on the production staff thinks the idea of co-worker training was a "wonderful" idea. "These were the same people with whom we would be working for almost two years and it was a wonderful opportunity to get to know them . . . to learn to work together as a team," said Virginia Nash (San Leandro, Cal.).

One of the most important elements in the project is a monstrous piece of electronics equipment: an Ampex video-tape-recorder donated by the U.S. Agency for International Development. This machine records the TV shows as they are produced, thus building up a library of teleclass tapes for future use. AID also supplied 1500 TV sets for the project. Minnesota Mining & Manufacturing Co. contributed $10,000 worth of tape, sufficient for 40 hours of programming or about 160 teleclasses.

There are two smaller groups in the ETV project. One, containing 10 Volunteers, works with the *telemaestros* in developing and preparing scripts, guides, and additional materials. The other consists of nine UNM-trained *técnicos* (technicians) who install and repair the TV sets and antennas.

Volunteer Larry Oman of Mooreville, Ind., is one of the 10 who originally trained for another Latin American country. "It couldn't have worked out better," he said. "Our training at Los Angeles State College fits in perfectly with what we are doing.

"Because this project opens up a new world of education to student and teacher, it could change the entire Colombian educational system. It will help to decrease the dropout rate by motivating the child, and it will provide the teacher with a wealth of new material to use."

Colombian townspeople have welcomed the field and *técnico* Volunteers with open arms. In the little mountain pueblo of Pasca, the mayor announced in the town's plaza the installation of the first TV set. He told the people that the Peace Corps had brought "a miracle of the 20th century" to the village and its Alliance-for-Progress school. On hearing the news, the assembled crowd broke into cheers. And Volunteer Pat Brown (Highland, Ind.) reported that she broke into tears . . . "of satisfaction."

In Chia, north of Bogotá, Volunteer David Miron (Philadelphia) had a conference with the town and school officials on the safekeeping of the TV set. What resulted was a steel stand firmly planted in the concrete floor of the classroom. The set was anchored to the stand by steel bands and bars. Just such safety measures kept the loss of sets down to three in the first four months of installations.

One of the more successful utilization programs so far in the project has been in the town of Zipaquira in the salt-mining section of Cundinamarca. Volunteers Judy Bennion (Boca Raton, Fla.) and Judy Lavicka (Chicago) were overwhelmed by the reception and cooperation they received both from town and mine officials. The mayor even gave them an office in the municipal building. On their wall hangs a map of the city with flags spotting the TV schools.

To many of the Colombians in Cundinamarca's villages, the TV sets given to schools have become a matter of civic pride. The possibility of a TV set for their school has even stimulated several groups of citizens to bring electricity into their towns to power the sets.

Despite occasional technical problems, the Volunteers both in the studio and in the classrooms put their policy of flexibility into practice.

One day in the studio the crew had to scrap its entire schedule for taping programs when the VTR machine blew a fuse. This meant that they couldn't follow their usual procedure of putting the taped program on the air. On 30 minutes' notice they went on the air "live" with the day's scheduled classes.

In another instance, a Volunteer couple, Kenneth and Ann Emanuels (Medina, Wash.), found that they had transferred some of their flexibility to a teacher. They were pleasantly surprised when this teacher in a Fusagasuga school put words into the *telemaestro's* mouth when the TV sound transmission failed. With her printed guide in hand,

A live prop—a boa—gets a run-through in the hands of *telemaestra* Inez Triana and director Charles Fitch. At left is Roy Cadwell, associate director of natural-science series.

Pupils in Bogota school await teleclass. Broadcasts are produced at Instituto Nacional Radio y Televisión de Colombia in Bogotá and reach 100,000 primary pupils in 400 classrooms.

Inaugural program of educational TV project brought Colombian and Peace Corps officials together. They are (from left) a commentator; Peace Corps Representative Christopher Sheldon; Cesar Simmonds, director of National Radio-TV Institute; Communications Minister Miguel Escobar-Mendez; Education Minister Pedro Gomez Valderrama; Alfonso Ochoa, secretary general of Communications Ministry; Libardo Mejia, ETV chief for Education Ministry; Ligia de Guerrero, ETV chief for National Institute; and John Winnie, then ETV project director for Peace Corps in Colombia.

the teacher did a good job of substituting for the missing voice.

The ETV project has received assistance from a number of Colombian- and American-owned companies. Esso Colombiana, Codi-Mobil, and Texaco supplied 1500 road maps for school use in social-science teleclasses. The Chivor Emerald Mines in Boyacá Department and the Colombian Petroleum Co. in the Tibú oil fields of Norte de Santander Department allowed two Volunteers to shoot a lot of stills and film footage for use in teleclasses.

The nine Volunteers and their five Colombian *técnico* co-workers have been working to install an additional 500 sets in Cundinamarca schools before the end of the first semester in June.

"Our biggest problem has been with repair and maintenance," said head *técnico* Buck Perry (Chattanooga, Tenn.), a Colombia I Volunteer who re-enrolled for the ETV project. "Many of the teachers had never seen a TV set before and we had to show them how to turn it on and how to adjust it," he added.

Colombia Peace Corps Director Christopher Sheldon sees the ETV project as the first step in the creation of an entirely new field for the Peace Corps. "I believe that the ETV project will be the most successful technical project which the Peace Corps has entered. It will be compared with the community-development work which has been so successful throughout our operations. I feel that ETV will eventually be integrated into all phases of community-development work including health programs, agriculture projects, and literacy training."

Adult educational programs, including a literacy course, are scheduled to be telecast in evening hours as soon as they can be.

Later this year the project will expand into other departments in the country when an additional 1000 sets will be installed in more remote locations. Field workers will be joined by 50 Colombian teacher-trainees and will fan out over the country spreading educational television in locations as far as 700 miles from Bogotá.

ETV Project Director John Winnie, who recently resigned because of health reasons, described the project as "comprising the largest single program of U.S. assistance—private or government—in the field of educational television overseas. It has as its mission a single, simple objective—the training of a cadre of dedicated Colombians in every aspect of ETV, in order that Colombians may themselves develop educational television on an expanded basis within their country after the Volunteers have completed their work."

Winnie, who served here on leave of absence from the University of Iowa Television Center, felt that the project had made great progress in its few months of operation. "The fact that we're producing and transmitting programs to almost 400 schools in Cundinamarca is our best sign of success. With educational television we hope to accomplish in 10 years what would take 100 years by conventional means," he said.

Pakistan Interview

(Continued from page 7)

A. *Success* means the program will achieve its objectives.

First, the program will build an infrastructure of roads and drainage.

Secondly, it will build an infrastructure of government through the local councils.

Thirdly, it will provide employment to the landless. We will have a road system in five years. We will have strong local councils to plan and co-ordinate our programs. We will have full employment during the idle winters.

Q. What is the attitude of the government towards the Peace Corps?

A. On the whole the government is well inclined towards and appreciative of the Peace Corps. There might be some officials who are not so cordial or inclined, but the president and policy-makers like the Peace Corps.

Q. What are the most important characteristics a Peace Corps Volunteer should have?

A. He should like his work.

He should be able to work under difficult conditions—conditions that have physical and psychological difficulties.

He should come here to learn himself and not only to teach because you must learn before you are able to teach.

Q. Do you think they should send women to East Pakistan?

A. I think that's a most splendid idea because the people of East Pakistan like American girls. We need to emancipate our women. A certain amount of emancipation is taking place. Having brave American girls here is a great help.

Q. Brave?

A. Of course you are brave. Take a village girl the first time out and she sees Alberta Rosiak living in Faizunnessa with all the hardships so far away from her parents; she will think you are brave. How would she think of this? Here is a girl not afraid of anything. I think they should send more women to East Pakistan.

The Peace Corps Volunteer should remember that friendship comes out of work. He can bring to this country new standards of democracy and a new image of work before our people.

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